DOCUMENT RESUME

ED 146 739 EC 102 860

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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	24p.; Exceptional Child Education Resources Topical Bibliography Series
AVAILABLE FROM	The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 710)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Educational Methods; Elementary Secondary Education; *Handicapped Children; *Regular Class Placement; Student Placement

ABSTRACT

The annotated bibliography includes approximately 95 citations (1973-1976) on mainstreaming exceptional students. It is reported that the information was gathered from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Mainstreaming

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 710

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC102860

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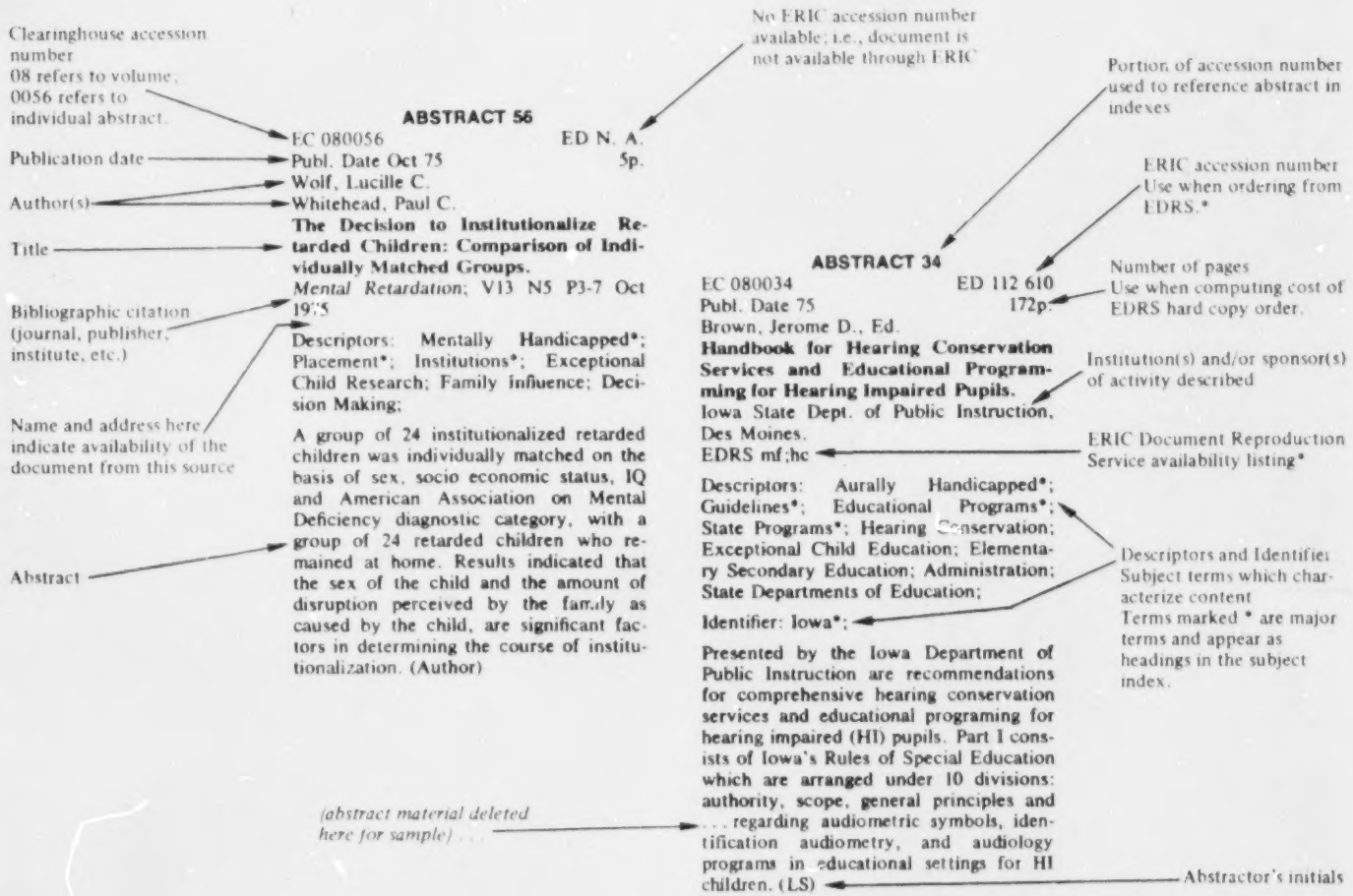
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifier Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

* journals monitored for CIJE

** copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60203

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201 1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2923

EC 08 2923 ED 122 545
Publ. Date Apr 76 8p.
Schwartzberg, Joanne G.
Mainstreaming the Hearing Impaired Child: A Parent's Experience, Montessori and Some Comparisons.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf;* Elementary Education; Regular Class Placement;* Success Factors;* Educational Needs; Educational Methods;* Individualized Instruction; Peer Relationship; Visual Learning; Remedial Instruction;

Identifiers: Personal Experiences; Montessori Method;*

The mother of an 11-year-old deaf child compares her daughter's experiences mainstreamed in a traditional school system (a Hebrew school) and in a Montessori school. The Montessori system is seen to be especially advantageous for the deaf child because of the following characteristics: opportunities for the child to be successful, a visual (rather than verbal) form of education, individualized education, informal teaching styles, no group lessons, a commitment to social education, opportunities for the deaf child to be useful and helpful, and provision of remedial education (such as language therapy). (LS)

ABSTRACT 2922

EC 08 2922 ED 122 544
Publ. Date Apr 76 3p.
Ross, Mark.
Position Paper: Mainstream Education of the Hearing Impaired Child: Audiological Considerations.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped; Hard Of Hearing;* Elementary Secondary Education; Regular Class Placement;* Aural Learning; Success Factors; Hearing Aids; Audiologists; Educational Needs;

The primary emphasis in mainstreaming hard of hearing children should be on providing the opportunity for optimum use of residual hearing. Evidence of the lack of attention to this area includes the fact that many children who have hearing aids do not wear them. Well trained educational audiologists acting as supportive personnel would enhance the effectiveness of mainstreaming for hard of hearing children. (LS)

ABSTRACT 2921

EC 08 2921 ED 122 543
Publ. Date Apr 76 3p.
Matter, Gloria M.
Mainstreaming the Hearing Impaired Child: Critical Variables: Or Integration...For Whom?
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped;* Secondary Education; Regular Class Placement;* Resource Teachers;* Role Perception;* Success Factors;

Successful integration of hearing impaired students on the secondary level requires that the resource teacher provide supportive help to the students and the classroom teacher. Functions of the resource teacher include acting as an academic tutor to students already equipped with basic academic skills, preteaching courses to students lacking basic skills, and helping classroom teachers to adjust their teaching methods for the benefit of the hearing impaired student. (LS)

ABSTRACT 2920

EC 08 2920 ED 122 542
Publ. Date Apr 76 3p.
Kilpatrick, Irene D
Mainstreaming the Hearing Impaired Child: Critical Variables.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped;* Early Childhood Education; Elementary Secondary Education; Regular Class Placement;* Student Evaluation; Inservice Teacher Education; Parent Role; Counselor Role; Educational Needs; Success Factors;

Six critical variables in the mainstreaming of hearing impaired children include focusing attention on the child who has always been mainstreamed, monitoring the child on an intensive basis (preferably by the speech clinician), involving staff in inservice training and consultative services, considering parents as members of the team, convincing parents to use their power to influence administrators, and teaching school counselors to deal with hearing impaired students. (LS)

ABSTRACT 2919

EC 08 2919 ED 122 541
Publ. Date Apr 76 4p.
Kennedy, Patricia.
Mainstreaming the Hearing Impaired Child: Critical Variables. Position Paper.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Aurally Handicapped;* Early Childhood Education; Regular Class Placement;* Success Factors;* Longitudinal Studies; Public Schools;

A 4-year longitudinal study of 37 hearing impaired children who were graduates of a public school preschool program and were integrated at kindergarten or first grade has identified critical variables in successful integration. Six factors essential to successful psychological integration include early identification and amplification, and stimulating, supportive home environments. Early integration into a neighborhood nursery school is desirable and may be enhanced by staff workshops and use of the receiving school's curriculum.

ABSTRACT 2918

EC 08 2918 ED 122 540
Publ. Date Apr 76 4p.
McGee, Donald I.
Critical Variables in the Mainstreaming of Hearing Impaired Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped;* Early Childhood Education; Elementary Secondary Education; Regular Class Placement;* Delivery Systems; Guidelines;* Program Development;*

Discussed are critical variables in the mainstreaming of hearing impaired children. Identified are eight types of mainstreaming (such as complete mainstreaming without supportive help); guidelines for establishing a program (such as preparing the staff); and essential elements in maintaining a program (such as monitoring student progress). (LS)

ABSTRACT 2898

EC 08 2898 ED 122 520
Publ. Date Apr 76 13p.
Hogan, Michael F.
Bernstein, Jean C.
Evaluating Special Education Programs: Using PASS (Program Analysis of Service Systems) to Assess a District's Mainstreaming Project.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Education; Program Evaluation;* Evaluation Methods;* Regular Class Placement;* Normalization (Handicapped); Program Administration;

Identifiers: Program Analysis of Service Systems;*

The two-part paper describes the PASS (Program Analysis of Service Systems) evaluation method and its use in assessing a local school district federally funded project for mainstreaming elementary-level handicapped children. It is explained that PASS is an approach based

on normalization and accountability principles applicable to a variety of educational, habilitational, residential, supportive, recreational, and corrective settings. The second paper details how school personnel in Park Forest, Illinois used the PASS evaluation to modify program efforts. Reported are seven major strengths and weaknesses identified through the PASS approach, including the need for more precise prescriptual planning and teaching on the part of resource specialists. (Author/CL)

ABSTRACT 2858

EC 08 2858 ED 122 480
Publ. Date Apr 76 11p.
Smith, Richard E.
And Others.
Meeting Inservice Teacher Education Needs Through Special Projects: Changing Curriculum for Exceptional Children and Special Education for Regular Teachers.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; State Programs; Regional Programs; Cognitive Development;* Inservice Teacher Education;* Teachers; Regular Class Placement;* Educational Methods;*

Identifiers: Piaget (Jean); Project CCEC; Project SERT; Texas;*

Described are a Texas special education region's activities with the 3-year Project CCEC (Changing Curriculum for Exceptional Children) which provides training in the application of the theories of J. Piaget to the education of exceptional children, and with Project SERT (Special Education for Regular Teachers) which trains regular classroom teachers in the competencies needed for mainstreaming handicapped children. Briefly described is the training program format of CCEC including the following modules: "Exceptional Learners-A New Approach," "Developmental Theory--Cognitive Development in Children," "Assessment--Piaget's Clinical Model," "The Classroom--Where the Interaction Is." Described for Project SERT are the following instructional modules: "Comprehensive Special Education," "Formal Appraisal," Team Planning for Student Program Management," "Informal Assessment," "Organizing Content for Individual Differences," "Materials Selection," "Classroom Management," and "Evaluation of Instruction." For related information see EC 08 2857. (DB)

ABSTRACT 2857

EC 08 2857 ED 122 479
Publ. Date Apr 76 8p.
Hale, Steve.
And Others.
Project S.E.R.T.--Special Education for Regular Teachers.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Education; Teachers; Inservice Teacher Education;* Regular Class Placement;* Special Education;* Effective Teaching;

Identifiers: Project SERT;*

Evaluated in two field tests with 50 regular teachers, was a set of eight instructional modules designed to develop the competencies of regular teachers involved in mainstreaming handicapped children as part of Project SERT (Special Education for Regular Teachers). The following modules were developed: comprehensive special education, formal appraisal, team planning for student program management, informal assessment, organizing content for individual differences, materials selection, classroom management, and evaluation of instruction. Results of the validation process supported the following conclusions: content of the modules was regarded as helpful by regular teachers, both delivery systems (either summer workshop or semester course) were effective in producing perceived competence among participants, participants shared information and ideas with colleagues, there was a positive impact on participants' attitudes toward special education, and participants preferred the 2-week format. For related information see EC 08 2858. (DB)

ABSTRACT 2856

EC 08 2856 ED 122 478
Publ. Date Apr 76 11p.
Arent, Ruth P.
Stretching Strategies: Individualized Learning for Successful Mainstreaming.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Regular Class Placement;* Diagnostic Teaching;* Teaching Methods;* Individualized Instruction;*

Mainstreaming of handicapped children in regular classes requires the stretching of normal individualized teaching methods to include meeting the needs of handicapped or gifted learners. A learning loop consisting of diagnosis, educational prescription, instruction, and evaluation should be applied. Instructional strategies appropriate for both handicapped, exceptional, and regular students include varying the grouping, varying the pace or rate for each student, establishing an accepting and congenial environment, varying the materials, varying the adult and peer helpers, and matching teaching and learning styles. Competition should be minimized and open communication with the parents maintained. (DB)

ABSTRACT 2841

EC 08 2841 ED 122 466
Publ. Date Mar 76 34p.
Higgins, Francis D.
Mainstreaming: An Overview and Update.
Oregon School Study Council, Eugene.
EDRS mf;hc
Oregon University, School of Education, Eugene, Oregon ($1.50)
OSSC Bulletin; V19 N7 P1-34 Mar 76

Descriptors: Exceptional Child Research; Handicapped Children;* Historical Reviews;* Educational Trends;* Special Education;* Regular Class Placement;* Program Effectiveness; Legislation; Special Classes; Research Reviews (Publications);

The historical review places mainstreaming of exceptional children in the context of special education developments since World War II and recent legislation. The period since the War is noted to have produced an expansion of special education services. Among pressures described for changing the emphasis on special class placement are the influences of efficacy studies and behaviorism. Considered are aspects of special educations's reorganization, including mainstreaming, implementation factors, suggested models, and notes of caution. Stressed is the importance of intensive inservice training and diagnostic prescriptive assistance for regular classroom teachers. (CL)

ABSTRACT 2824

EC 08 2824 ED N. A.
Publ. Date Jul 76 9p.
Goodman, Joan F.
The Developmental Class: Best of Both Worlds for the Mentally Retarded.
Psychology in the Schools; V13 N3 P257-265 Jul 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Elementary Education; Regular Class Placement;* Grouping (Instructional Purposes);* Developmental Programs;* Program Effectiveness;*

The author recommends that educable mentally retarded children in elementary school be grouped by developmental level rather than by chronological age or IQ. Presented is research supporting the developmental class in terms of positive impact on teaching, social acceptance and self esteem, motivation, parental acceptance, and social adjustment. Among the potential advantages pointed out are the absence of a mental retardation label and improved motivation due to the models provided by the presence of more able students. (SBH)

ABSTRACT 2814

EC 08 2814 ED N. A.
Publ. Date Jul 76 4p.
Newman, Joseph.
Faculty Attitudes Toward Handicapped Students.
Rehabilitation Literature; V37 N7 P194-197 Jul 1976

Descriptors: Physically Handicapped;* Discriminatory Attitudes (Social);* Teacher Attitudes;* Admission Criteria;* Higher Education; Surveys; Regular Class Placement; College Teachers; College Admission; Student Opinion;

Identifiers: University of Pittsburgh;

Investigated were attitudes of members of the faculty of the University of Pittsburgh toward admission of physically handicapped students to their departments. Questionnaires returned by 464 persons (57% of the faculty) revealed that 98% of the respondents favored admission of handicapped students, at least on a restricted basis. Difficulties in learning and communicating were seen to be judged as more serious problems than architectural barriers. Responses to questionnaires mailed to 106 handicapped students (50% responding) in regard to problems relating to their disabilities revealed a dilemma--handicapped students wish to remain "invisible" while access to university activities necessitates publicizing the "differences". (IM)

ABSTRACT 2792

EC 08 2792 ED N. A.
Publ. Date Sep 76 4p.
How to Integrate Hearing-Impaired Children in Regular Classrooms.
Special Education Report; N510 P1-4 Sep 75

Descriptors: Exceptional Child Education; Aurally Handicapped;* Elementary Education; Regular Class Placement;* Guidelines;*

Presented is a 12-step procedure developed for mainstreaming 42 hearing impaired children from kindergarten through sixth grade. The following activities are listed as part of the procedure: recommendation of hearing impaired children for integration into classes with hearing youngsters, regular class orientation prior to or concurrent with the placement of a hearing impaired child, evaluation of the hearing impaired child's performance, and teacher evaluation of the mainstreaming situation. (SBH)

ABSTRACT 2733

EC 08 2733 ED N. A.
Publ. Date Aug 76 2p.
Macklin, Fay.
Mainstreaming: The Cost Issue.
American Annals of the Deaf; V121 N4 P364-365 Aug 1976

Descriptors: Aurally Handicapped;* Regular Class Placement;* Cost Effectiveness;* Program Costs;* Program Budgeting; Elementary Secondary Education; Educational Accountability; Administrative Problems;

Administrators of programs for hearing impaired students are faced with decisions as to the value of alternatives such as mainstream programs. Most often these decisions involve dollar costs and questions such as: What does it cost to adopt an alternative?, or What price has to be paid not to adopt an alternative? What is needed is cost analysis of current practices such as the Holcomb Plan, in terms of resources required and educational outcomes, and of alternatives. (Author/IM)

ABSTRACT 2720

EC 08 2720 ED N. A.
Publ. Date Jul 76 11p.
Budoff, Milton.
Gottlieb, Jay.
Special-Class EMR Children Mainstreamed: A Study of an Aptitude (Learning Potential) x Treatment Interaction.
American Journal of Mental Deficiency; V81 N1 P1-11 Jul 1976

Descriptors: Educable Mentally Handicapped;* Regular Class Placement;* Student Adjustment;* Exceptional Child Research; Mentally Handicapped; Elementary Education; Academic Ability; Performance Factors; Social Development, Self Control; Self Evaluation;

Identifiers: Learning Potential;*

Compared were the academic, personal, and social growth of 31 educable mentally retarded children (7.75 to 14-years-old) identified as having either high or low learning potential and placed in either regular or special classes. There were no significant differences between the two groups prior to or 2 months after reintegration. After one school year, the reintegrated children were more internally controlled, had more positive attitudes toward school, and were more reflective in their behavior. The hypothesis that the more able students (by the learning potential criterion) would benefit more from regular than special-class placement was supported. These students expressed more positive feelings toward themselves as students, felt others perceived them as more competent, and behaved more reflectively when they were integrated than when assigned to special class. The high-able (learning potential) students performed more competently academically than the low-able (learning potential) students, regardless of placement. (Author/IM)

ABSTRACT 2692

EC 08 2692 ED N. A.
Publ. Date Ju/Au 76 5p.
Cleary, Margaret E.
Helping Children Understand the Child with Special Needs.
Children Today; V5 N4 P6-10 Jul/Aug 76

Descriptors: Handicapped Children;* Elementary Education; Regular Class Placement; Student Adjustment; Program Descriptions;* Curriculum Enrichment;* Interpersonal Relationship; Peer Acceptance;* Changing Attitudes; Teaching Methods;

Children with special needs are being integrated into regular classrooms, and there are various ways to aid elementary school children in understanding their special classmates. During the 1974-75 school year a project was undertaken in the Sudbury (Massachusetts) Public Schools, the goals of which were to facilitate communication, dispel prejudices, and generate positive attitudes among children. Several methods were taught to a group of 16 educators and adapted for individual use, and then each participant spent several months planning and implementing them in the classroom. Some of the methods were the following: group discussions, visits by resource persons (such as the school nurse and an occupational therapist), guests with special needs (including infants and the elderly), role playing activities, visual aids, and field trips. (IM)

ABSTRACT 2667

EC 08 2667 ED N. A.
Publ. Date Jul 76 3p.
Goodman, Leroy V.
A Bill of Rights for the Handicapped.
American Education; V12 N6 P6-8 Jul 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Preschool Education; Equal Education;* Due Process;* Federal Legislation;* Identification; Regular Class Placement;

Identifiers: Federal Aid;* Public Law 94-142;* Education for All Handicapped Children Act;*

Discussed are provisions and implications of Public Law 94-142 which requires that all handicapped children be given an appropriate individualized education in the least restrictive setting. Summarized are the following requirements: that an "individualized educational program" be written for each child, that free public education be provided for handicapped children between the ages of 3 and 21 by 1980, that handicapped children be educated with nonhandicapped children to the maximum extent appropriate, that tests used in the placement process be nondiscriminatory and in the child's native tongue, that efforts be made to locate and identify handicapped children, and that due process be observed in the placement procedure. Described is the funding formula which is intended to encourage states in their delivery of services to the handicapped. Noted are the roles of the states (preparation of annual written plans), local and state education agencies, the Commissioner of Education, and the Bureau of Education for the Handicapped. (DB)

ABSTRACT 2594

EC 08 2594 ED N. A.
Publ. Date 76 242p.
Rarick, G. Lawrence.
And Others.
The Motor Domain and Its Correlates in Educationally Handicapped Children.
Prentice Hall, Englewood Cliffs, NJ 07632 ($16.95)

Descriptors: Exceptional Child Research; Learning Disabilities; Minimally Brain Injured;* Mentally Handicapped; Educable Mentally Handicapped;* Elementary Education; Physical Education;* Adapted Physical Education;* Physical Development; Motor Development; Individualized Instruction; Social Development; Emotional Development; Program Descriptions; Program Evaluation;* Regular Class Placement;* Criterion Referenced Instruction; Needs Assessment; Art; Performance Factors;*

Reported are two related experiments: the first examined the motor abilities of 271 elementary school age educable mentally retarded (EMR) children, the second examined the effects of specially planned physical activity programs upon the motor, strength, intellectual, social, and emotional development of 275 EMR and 206 minimally brain-injured (MBI) children (all of elementary school age). Factor structure analysis and comparison with controls in experiment 1 showed findings such as the following: EMR children tended to be more obese and generally exhibited lower levels of motor proficiency than the controls, possibly as a function of physical inactivity; there is need for individualized instruction and assessment of motor abilities and needs; and mainstreaming of EMR children in physical education classes is feasible if the child is able to cope emotionally and physically. Comparison of an individualized approach in physical education with a group oriented approach and an examination of the relative influence of an art education program in experiment 2 showed findings such as the following: special treatment in a well designed physical education or art program elicited greater developmental changes than the usual programs; the individually oriented program was more successful than the group program in eliciting change in development; and more positive changes were shown in older children than younger, and more in MBI children than EMR children. Appended are detailed statistical tables and program descriptions. (IM)

ABSTRACT 2537

EC 08 2537 ED N. A.
Publ. Date Win 76 6p.
Vogel, Arnold L.
Integration of Nine Severe Learning-Disabled Children in a Junior High School Core Program.
School Psychology Digest; V5 N1 P51-56 Win 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Junior High Schools; Regular Class Placement;* Special Classes;* Program Effectiveness;*

Seven severely learning disabled (LD) children were successfully integrated into a junior high school core program. The LD students were placed in regular home rooms but received special instruction from each member of the instructional team. Evaluation revealed positive academic, social, and attitudinal growth; strengths such as individualized learning; and limitations such as teacher difficulty in lesson preparation. (DB)

ABSTRACT 2365

EC 08 2365 ED N. A.
Publ. Date Sum 76 8p.
Schworm, Ronald W.
Models in Special Education: Considerations and Cautions.
Journal of Special Education; V10 N2 P179-186 Sum 1976

Descriptors: Learning Disabilities;* Regular Class Placement;* Student Placement;* Administration;* Models;* Exceptional Child Education; Behavior Problems; Educational Methods;

Cautions and considerations for developing and implementing instructional models for students with learning and behavioral problems are examined in view of the need for keeping students as close to the least restrictive alternative as possible. A scheme for assisting placement decisions is presented, outlining a vertical and horizontal organization that merges instructional models and administrative hierarchies. Cautions for making changes in instruction and considerations for implementing new and modified practices within the public school setting are outlined. (Author)

ABSTRACT 2354

EC 08 2354 ED N. A.
Publ. Date 76 248p.
Redlick, Sharon Smith.
The Physically Handicapped Student in the Regular Home Economics Classroom: A Guide for Teaching Housing and Home Care. Preliminary Edition.
Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($5.95, Order No. 1823)

Descriptors: Exceptional Child Education; Physically Handicapped;* Junior High Schools; Home Economics;* Curriculum Guides;* Instructional Materials; Games; Regular Class Placement;* Home Management;* Employment Opportunities;

Intended for home economics teachers with mainstreamed physically handicapped students, the guide for instruction in housing and home care offers curriculum suggestions and instructional materials for teaching the junior high school student with limited use of hands, incoordination, and/or immobility. Covered in the introduction are definitions for the three types of disabilities, guidelines for dealing with each type of disability in the regular classroom, steps to success in teaching the mainstreamed physically handicapped student, needs of physically handicapped students as identified by home economics teachers, and the amount of modification needed for home economics curricula and facilities. The guide is designed so that curriculum suggestions for the nonhandicapped student appear on the left hand page while suggested adaptations for the handicapped student appear on the right hand page. Behavioral objectives, generalizations, suggested activities, and supplementary experiences and special considerations are outlined for the following major areas: housing and the individual, the family, and the community; housing selection; housing interiors and exteriors; storage; safety in and around the home; interior upkeep and care; ways for keeping homes in good condition; and careers in housing, interior design, and home maintenance. Given are the names and addresses of agencies serving the handicapped. Appendixes include an outline of medical definitions, characteristics, and manifestations of various handicapping conditions; information on housing for handicapped individuals; and teaching games and materials. (For related documents, see EC 08 2352 and EC 08 2353.) (SB)

ABSTRACT 2353

EC 08 2353 ED N. A.
Publ. Date 76 226p.
Redlick, Sharon Smith.
The Physically Handicapped Student in the Regular Home Economics Classroom: A Guide for Teaching Nutrition and Foods. Preliminary Edition.
Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($5.95, Order No. 1822)

Descriptors: Exceptional Child Education; Physically Handicapped;* Junior High Schools; Home Economics;* Curriculum Guides;* Instructional Materials; Games; Regular Class Placement;* Nutrition;* Foods Instruction; Employment Opportunities; Daily Living Skills;*

Intended for home economics teachers with mainstreamed physically handicapped students, the guide for instruction in nutrition and foods offers curriculum suggestions and instructional materials for teaching the junior high school student with limited use of hands, incoordination, and/or immobility. Covered in the introduction are definitions for the three types of disabilities, guidelines for dealing with each type of disability in the regular classroom, steps to success in teaching the mainstreamed physically handicapped student, needs of physically handicapped students as identified by home economics teachers, and the amount of modification needed for home economics curricula and facilities. The guide is designed so that curriculum suggestions for the nonhandicapped student appear on the left hand page while suggested adaptations for the handicapped student appear on the right hand page. Behavioral objectives, generalizations, suggested activities, and supplementary experiences and special considerations are outlined for the following major areas: food for health, consumer buying, kitchen equipment, storage, safety practices, organization and management, basic food preparation terms and techniques, creative food preparation, cultural aspects of foods, ways to make mealtime pleasant, foods for special needs, and careers related to nutrition and foods. Given are the names and addresses of agencies serving the handicapped. Appendixes include an outline of medical definitions, characteristics, and manifestations of various handicapping conditions; information on nutrition and food for handicapped individuals; and teaching games and materials. (For related documents, see EC 08 2352 and EC 08 2354.) (SB)

ABSTRACT 2352

EC 08 2352 ED N. A.
Publ. Date 76 174p.
Redlick, Sharon Smith.
The Physically Handicapped Student in the Regular Home Economics Classroom: A Guide for Teaching Grooming and Clothing. Preliminary Edition.

Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($5.95, Order No. 1821)

Descriptors: Exceptional Child Education; Physically Handicapped;* Junior High Schools; Curriculum Guides;* Instructional Materials; Regular Class Placement;* Self Care Skills;* Clothing; Employment Opportunities; Home Economics;* Daily Living Skills;*

Intended for home economics teachers with mainstreamed physically handicapped students, the guide for instruction in grooming and clothing offers curriculum suggestions and instructional materials for teaching the junior high school student with limited use of hands, incoordination, and/or immobility. Covered in the introduction are definitions for the three types of disabilities, guidelines for dealing with each type of disability in the regular classroom, steps to success in teaching the mainstreamed physically handicapped student, needs of physically handicapped students as identified by home economics teachers, and modifications needed for home economics curricula and facilities. The guide is designed so that curriculum suggestions for the nonhandicapped student appear on the left hand page while suggested adaptations for the handicapped student appear on the right hand page. Behavioral objectives, generalizations, suggested activities, and supplementary experiences and special considerations are outlined for the following major areas (sample content areas are in parentheses): grooming (personal hygiene, posture, and exercise); clothing selection (comfort, personal wardrobe, and storage); care of clothing (life of the garment and laundry); clothing construction (pattern, fabrics and finishes, and safety); and careers in clothing and grooming (opportunities available, training or education needed, and home economics related occupations). Given are the names and addresses of agencies serving the handicapped. Appendixes include an outline of medical definitions, characteristics, and manifestations of various handicapping conditions; descriptions of grooming aids; information related to clothing the physically handicapped; and teaching materials such as crossword puzzles and word puzzles. (For related documents, see EC 08 2353 and EC 08 2354.) (SB)

ABSTRACT 2288

EC 08 2288 ED N. A.
Publ. Date May 76 12p.
Reynolds, Maynard C.
Rosen, Sylvia W.

Special Education: Past, Present, and Future.

Educational Forum, V40 N4 P551-562 May 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Historical Reviews;* Special Education; Trend Analysis;* Court Cases; Regular Class Placement;* Labeling (Of Persons); Educational Needs;* Equal Education;*

Presented are a historical review of the development of special education, a summary of current trends, and a discussion of the implications of recent court decisions. The provision of services to the handicapped is traced from the 18th century through the effects of the eugenics movement, the emphasis on rehabilitation for veterans after World War II, the development of special programs and classes for the handicapped, and the rise of parent organizations. The present status of special education is considered in terms of court cases brought by parent groups (such as the Pennsylvania Association for Retarded Children case), pressures from minority groups against stigmatizing labels and placements, mainstreaming trends, and the rights of parents and the individual. Discussed are implications for the future including increased implementation of due process procedures, new roles for regular and special education teachers, the provision of technical support systems to local school districts, and changes in policy away from categorical funding. (DB)

ABSTRACT 2271

EC 08 2271 ED N. A.
Publ. Date May 76 10p.
Walker, Hill M.
And Others.

Competency-Based Training Issues in the Development of Behavior Management Packages for Specific Classroom Behavior Disorders.

Behavioral Disorders; V1 N2 P112-122 May 76

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Primary Education; Performance Based Teacher Education;* Program Descriptions;* Intervention; Social Development;* Academic Achievement;* Regular Class Placement;* Behavior Change;*

The issues and concepts of competency-based teacher education (CBTE) are discussed as they relate to a project for developing comprehensive behavior management programs for use with primary-grade behaviorally disordered children enrolled in regular classrooms. Two of the behavior management packages, CLASS (Contingencies for Learning Academic and Social Skills) and PASS (Program for Academic Survival Skills), developed by the Center at Oregon for Research in the Behavior Education of the Handicapped are described in terms of specific program components, teacher and consultant competencies required for implementation, and training activities designed to teach competencies. It is concluded that CBTE procedures, when applied to the consultant-teacher mainstreaming model, enable the development of complex, validated intervention programs for behaviorally disordered children. (SB)

ABSTRACT 2258

EC 08 2258 ED N. A.
Publ. Date Sum 76 10p.
Walker, Hill M.
Hops, Hyman.

Use of Normative Peer Data as a Standard for Evaluating Classroom Treatment Effects.

Journal of Applied Behavior Analysis, V9 N2 P159-168 Sum 1976

Descriptors: Behavior Problems;* Behavior Change;* Class Management;* Regular Class Placement;* Observation;* Exceptional Child Research; Emotionally Disturbed; Primary Education; Reinforcement; Research Methodology;

Identifiers: Token Economy;

A study involving 24 primary grade children with behavior problems was conducted to illustrate the use of normative behavioral observation data as a standard for evaluating the practicality of treatment effects produced in other settings. Ss were divided into three groups and were exposed to intervention procedures (token systems) designed to reinforce either direct academic performance and/or facilitative nonacademic classroom responses. The treatment was effective in changing levels of appropriate classroom behavior (1) above baseline levels in the experimental classroom, and (2) to within normal peer-defined limits when reintegrated into the regular classroom. Further, the data reflected successful maintenance of these effects for a 7-to 12-week followup period. (Author/SB)

ABSTRACT 2180

EC 08 2180 ED N. A.
Publ. Date Sum 76 7p.
Forness, Steven R.

Behavioristic Orientation to Categorical Labels.

Journal of School Psychology; V14 N2 P90-96 Sum 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Special Education;* Behavior Patterns;* Labeling (Of Persons);* Readiness (Mental); Student Placement; Educational Objectives; Program Descriptions;* Models; Regular Class Placement; Grouping (Instructional Purposes);

A noncategorical reconceptualization, two operational noncategorical school programs, and a behavioristic approach to educational problems which deemphasizes traditional diagnostic labels are illustrated. In the Santa Monica Engineered Classroom Project, each child is described in terms relating to a hierarchy of educational goals based on observable behavior; at the UCLA (University of California-Los Angeles) Neuropsychiatric Institute, the school is organized according to each child's educational readiness levels without reference to medical, psychiatric, or traditional educational labels; the Madison School Plan of the Santa Monica Public Schools is composed of a learning center with four classroom levels based on the child's preacademic and academic skills, his ability to learn in a traditional setting, and his response to normally available incentives. Such programs provide evidence that several types of handicapped children can be grouped together for instructional purposes and that successful integration with normal children can take place. (SB)

ABSTRACT 2149

EC 08 2149 ED N. A.
Publ. Date May 76 8p.
Healey, William C.
Integrated Education.
Volta Review; V78 N4 P68-75 May 1976

Descriptors: Aurally Handicapped;* Regular Class Placement;* Educational Trends;* Exceptional Child Education; Elementary Secondary Education; Student Placement; Federal Legislation; Educational Needs;

Mainstreaming of hearing impaired students is discussed from the points of view of the child, the school system, and the future. Factors involved in student placement are reviewed, implications of new legislation insuring the handicapped's right to education are explained, and characteristics of successful integrated educational programs are listed. (SB)

ABSTRACT 2147

EC 08 2147 ED N. A.
Publ. Date May 76 8p.
Craig, William N.
Curriculum: Its Perspectives and Prospects.
Volta Review; V78 N4 P52-59 May 1976

Descriptors: Deaf;* Curriculum Development;* Teaching Methods;* Educational Trends;* Exceptional Child Education; Aurally Handicapped; Elementary Secondary Education; Educational Technology; Regular Class Placement; Open Education;

Focused on are the application of current curriculum approaches to selected programs for deaf students. Discussed are the development of Verbotonal instruction and the Peninsula Oral School system in preschool and early primary-level education, adaptation of the open classroom for deaf students, necessary curriculum changes involved in the concept of mainstreaming deaf children, acceptance of educational technology in the classroom, and an approach which concentrates on a specific group of students (such as the deaf student with additional handicapping conditions) or selected subject matter. It is noted that curriculum development for the deaf has been generated most frequently where simple adaptations were not sufficient to meet the unique needs of deaf students. (SB)

ABSTRACT 2134

EC 08 2134 ED N. A.
Publ. Date Jun 76 4p.
Murphy, Harry J.
Comparative Studies of Academic Achievement Between Hearing Impaired and Non-Hearing Impaired Students at California State University, Northridge.
American Annals of the Deaf; V121 N3 P305-308 Jun 1976

Descriptors: Aurally Handicapped;* Academic Achievement;* Exceptional Child Research; Higher Education; Regular Class Placement;

Compared were the grade point averages over two semesters of hearing impaired (HI) and non-hearing impaired (NHI) students (N = 383 for all Ss) at California State University, Northridge. Results indicated that HI students receive about the same grades as their fellow NHI students. (SB)

ABSTRACT 2115

EC 08 2115 ED N. A.
Publ. Date 76 75p.
Edgington, Dorothy.
The Physically Handicapped Child in Your Classroom: A Handbook for Teachers.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($4.50)

Descriptors: Exceptional Child Education; Physically Handicapped;* Epilepsy; Cerebral Palsy; Elementary Secondary Education; Regular Class Placement;* Etiology; Intervention;* Teacher Role; Teaching Methods;

Identifiers: Spina Bifida; Muscular Dystrophy; Cystic Fibrosis; Legg Perthes Disease;

Intended for regular classroom teachers, the book describes the special needs of children with the following types of physical handicaps: cerebral palsy, spina bifida, muscular dystrophy, cystic fibrosis, epilepsy, and Legg-Perthes disease. Each condition is considered in terms of basic information, causes, treatment, and classroom implications. An introductory chapter deals with orthopedic appliances. (CL)

ABSTRACT 2112

EC 08 2112 ED N. A.
Publ. Date 75 186p.
Johnson, Richard A., Ed.
And Others.
Handicapped Youth and the Mainstream Educator; Some Perspectives: Implications for Special Educational Leadership Personnel.
Minnesota University, Audio Visual Library Service, 3300 University Avenue SE, Minneapolis, MN 55414
Volume IV: Leadership Series in Special Education

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Higher Education; Regular Class Placement;* Conference Reports; Public Schools; Organizations; Special Education;* Teacher Education;* Attitudes;* Public Policy;

The 16 papers from the fourth Annual Invitational Special Education Leadership Conference provide viewpoints from higher education, public schools, teacher organizations, and related fields concerning the implications of mainstreaming children with special needs. Included are entries with the following titles: "Coping Power of the Mainstream Educator --Critical Issues and Problems" (F. Wilderson), "Administrator Training and Mainstreaming of the Handicapped" (J. Culbertson), "For the Sake of the Children--Some Thoughts on the Rights of Teachers Who Provide Special Education Within Regular Classrooms" (A. Egner and P. Paolucci), "Special Education in Transition--A Competency Base for Classroom Educators" (M. Lilly), "The Myth of Individualization, or Beyond Lip Service in Colleges of Education" (J. Birch), "Current Practices and Programs in Training the Mainstream Educator" (M. Reynolds), "Identification of Handicapped Children and the Classroom Teacher" (R. Rubin), "Mainstream Educator Training in a Cooperative Joint Agreement and Intermediate Unit District" (J. Gross and V. Vance), "Can School Systems Respond-- Perspectives from Line Administrators" (J. Minor), "Speculations Regarding Mainstreaming and Collective Bargaining in Education" (C. Howe), "The AFT (American Federation of Teachers) Position on Mainstreaming" (G. Humphrey), "The NEA (National Education Association) Position on Mainstreaming" (J. M. Garigal), "The Doctrine of the Least Restrictive Alternative" (R. Burgdorf), "Mainstream Educator Training and Regional Center" (M. Martinson), "Mainstream Educator Training and the Federal Government" (E. Martin), and "Citizen Advocacy and Mainstream Training--The Interaction of University/Community Change Processes" (T. Graeb and D. Sage). (SB)

ABSTRACT 2100

EC 08 2100 ED N. A.
Publ. Date Apr 76 279p.
Nix, Gary W., Ed.
Mainstream Education for Hearing Impaired Children and Youth.
Grune and Stratton, 111 Fifth Ave., NY, NY 10003 ($15.00)

Descriptors: Exceptional Child Education; Aurally Handicapped;* Literature Reviews; Research Reviews (Publications); Regular Class Placement;* Auditory Perception;* Social Influences;* Administration;* Program Descriptions;* Normalization (Handicapped); Student Evaluation; Teaching Methods;

Presented are 20 papers which discuss the mainstreaming of hearing impaired students in terms of auditory- perceptual and psychosocial aspects, problems and practices, administrative aspects, and exemplary programs and materials. Entries are included with the following titles: "Whose Schools-- Educational Expediency/Educational Integrity?" (G. Bitter), "A Rationale for a Mainstream Education for the Hearing Impaired" (P. Leslie), "Residual Hearing--the Yeast of Communication" (D. Sanders), "The Audiologist as Educator-- the Ultimate Hearing Aide" (B. Hanners), "Psycho-Social Aspects of Mainstreaming for the Child and Family" (R. Green), "Maximum Cultural Involvement for the Hearing Impaired--Environmental Impact" (G. Bitter), "Assessment of the Hearing Impaired prior to Mainstreaming" (M. Ross), "Integration of the Preprimary Hearing Impaired Child, 0-6--Practices...Progress...Problems" (W. Northcott), "Mainstreaming Problems and Procedures--Ages 6-12" (D. McGee) "The Mainstreaming of the Junior High and Senior High Student" (C. Cosper), "In the Current--With Only One Ear" (G. Matter), "What Do You Do If the Mainstreamed Hearing Impaired Child Fails? or Mainstreaming--Sink or Swim"

(H. Golf), "Administrative Concerns for Mainstreaming" (L. Conner), "Mainstreaming in Southwestern Michigan" (L. Auble), "Components for Normalization of Hearing Impaired Children in a Public School Setting" (A. Gantenbein), "Deaf and Hearing Children at the Lexington School for the Deaf or--Mainstreaming the Special Special School" (L. Conner), "The Central Institute for the Deaf Demonstration Home Program" (A. Simmons-Martin), "Model Educational Cascade for Hearing Impaired Children" (M. Ross), "Deaf Children Can Learn To Hear" (H. Beebe), and "Mainstream Education for the Hearing Impaired--Promises To Keep" (G. Bitter). (SB)

ABSTRACT 2004

EC 08 2004 ED N.A.
Publ. Date Mar 76 11p.
Keogh, Barbara K.
Levitt, Marc L.
Special Education in the Mainstream: A Confrontation of Limitations?
Focus on Exceptional Children; V8 N1 P1-11 Mar76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Special Education;* Regular Class Placement;* Educational Trends;* Research Reviews (Publications);* Program Evaluation;* Academic Achievement; Social Attitudes; Effective Teaching;

The authors discuss the trend toward mainstreaming in special education and review research on the effects of mainstream educational efforts. Results are reported in terms of demographics, teacher perceptions, achievement tests, and teacher attitudes. It is summarized that physical placement in the regular classroom is not enough to ensure either academic achievement or social acceptance; that the impact of labeling as an explanation for educational failure or behavioral deviance is seemingly overestimated; that despite recognition that mainstream education places major responsibility on regular educators, few regular class educators feel competent in educating exceptional students; and that effective individual instructional programs require appropriate analysis of students' educational abilities and styles. (SB)

ABSTRACT 1999

EC 08 1999 ED N. A.
Publ. Date Apr 76 3p.
Edmonds, Maye.
Accountability for All Children in the Regular Classroom.
Language Arts; V53 N4 P425-427 Apr 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Education; Primary Education; Regular Class Placement;* Educational Accountability;* Program Effectiveness; Teacher Role;

Educational Accountability is the focus of a case study of a learning disabled third grade student whose placement in a regular class employing individualized instruction and stressing peer cooperation resulted in significant reading, social, and academic gains. (CL)

ABSTRACT 1967

EC 08 1967 ED N. A.
Publ. Date Apr 76 4p.
Lax, Bernard.
Carter, John L.
Social Acceptance of the EMR in Different Educational Placements.
Mental Retardation; V14 N2 P10-13 Apr 1976

Descriptors: Educable Mentally Handicapped;* Special Classes;* Student Placement;* Interpersonal Competence;* Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Research Reviews (Publications); Regular Class Placement; Peer Relationship;

Reviewed is research (1950-1974) on the social consequences of various educational placements of educable mentally retarded (EMR) students. Cited is the general conclusion reached by a majority of the studies that the special classroom has been the most efficacious placement for the social and personal development of the EMR child. (Author/CL)

ABSTRACT 1960

EC 08 1960 ED N. A.
Publ. Date Apr 76 4p.
Rauth, Marilyn.
Mainstreaming: A River to Nowhere or a Promising Current?
American Teacher; V60 N8 P1-4 Apr 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Regular Class Placement;* Educational Trends;* Educational Philosophy;* Historical Reviews; Teacher Role; Special Classes;

Implications of mainstreaming handicapped children are examined in terms of the history of special education, societal attitudes toward the handicapped, local teachers' unions' efforts, and current legislation. Teachers are urged to accept the basic premises of mainstreaming, including the child's rights to an education in the least restrictive environment, but to safeguard against misuses. (CL)

ABSTRACT 1905

EC 08 1905 ED N. A.
Publ. Date Win 76 3p.
Baker, Clifford D.
Special Education Preservice Training of General Educators.
Colorado Journal of Educational Research; V15 N2 P14-16 Win 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Regular Class Placement;* Inservice Teacher Education;* Material Development;* Instructional Materials;* Evaluation Criteria;

Briefly described is a 3-year project designed to adapt existing materials and develop new materials appropriate for preparing teachers to program for the handicapped child in the regular classroom. Listed are 25 areas (such as individualized instruction and physical education) for which units containing from 10 to 30 activities have been developed by the project's staff, and outlined are the three areas (activities, attitudes, and specific skills and competencies) being evaluated by individuals participating in the field testing of the materials. (SB)

ABSTRACT 1902

EC 08 1902 ED N. A.
Publ. Date Mar 76 5p.
Abelson, A. Geoffrey.
Measuring Preschools' Readiness to Mainstream Handicapped Children.
Child Welfare; V55 N3 P216-220 Mar 76

Descriptors: Exceptional Child Research; Handicapped Children;* Preschool Education;* Regular Class Placement;* Child Care Centers;* Architectural Barriers; Attitudes; Surveys;

Forty-five preschools were surveyed in an attempt to determine the appropriateness of their programs and facilities for mainstreaming handicapped children. Information was gathered through on-site observation, interviews with the director, and a written questionnaire. Results indicated that while no preschool expressed an unwillingness to accept a handicapped child, in response to questions about particular kinds of handicaps, blindness and wheelchair confinement were among the least desirable conditions. Data also revealed that 23 preschools said they would not accept children who are not toilet trained and most facilities were not accessible to the physically handicapped. (CL)

ABSTRACT 1873

EC 08 1873 ED N. A.
Publ. Date Apr 76 6p.
Cantrell, Robert P.
Cantrell, Mary Lynn.
Preventive Mainstreaming: Impact of a Supportive Services Program on Pupils.
Exceptional Children; V42 N7 P381-386 Apr 1976

Descriptors: Handicapped Children;* Emotionally Disturbed;* Resource Teachers;* Program Effectiveness;* Regular Class Placement;* Exceptional Child Research; Primary Grades; Academic Achievement; Referral; Teachers;

The effects of a "support teacher" program in maintaining exceptional and potentially exceptional children within the regular school program were investigated in 723 first graders in experimental schools (having trained support teachers) and 355 first graders in control schools. Program effectiveness was evaluated in terms of achievement score changes and frequency of referrals for traditional special services. Ss at all levels of IQ differed significantly in achievement score changes as a function of the availability of support teachers to the classroom teacher. In addition, significantly more control school students than experimental school students were referred by their teachers for psychological services the following year. (Author/SB)

ABSTRACT 1817

EC 08 1817 ED N. A.
Publ. Date Feb 76 2p.
Brown, Albert.
Integration of Trainable Students in a Regular High School Building.
Education and Training of the Mentally Retarded; V11 N1 P51-52 Feb 1976

Descriptors: Trainable Mentally Handicapped;* Secondary Education;* Regular Class Placement;* Child Advocacy;* Exceptional Child Education; Mentally Handicapped; Peer Relationships;

Student advocates have helped trainable mentally retarded students adjust to placement in a regular high school building. (CL)

ABSTRACT 1798

EC 08 1798 ED N. A.
Publ. Date 76 442p.
Lerner, Janet W.
Children with Learning Disabilities: Theories, Diagnosis, Teaching Strategies.
Houghton Mifflin Company, One Beacon St., Boston MA 02107 ($11.50)
Second edition.

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks;* Diagnostic Teaching;* Teaching Methods;* Theories;* Administration;* Interdisciplinary Approach; Historical Reviews; Educational Trends; Medical Research; Sensory Integration; Perception; Language Development; Cognitive Development; Maturation; Behavior Patterns; Motor Development; Memory; Speech Skills; Reading; Spelling; Handwriting; Writing Skills; Mathematics; Reading Comprehension; Self Concept; Social Development; Behavior Change; Early Childhood Education; Adolescents; Regular Class Placement; Legislation; Parent Role; Phonics; Instructional Materials; Testing; Glossaries;

Intended for professionals preparing to work with learning disabled children, the revised textbook presents an overview of the field of learning disabilities (LD) and discussions of the diagnostic teaching process, theories and related teaching strategies, and the organization and management of LD programs. Individual chapters focus on the following topics: the multidisciplinary nature of LD; the history of LD; trends in LD; contributions of medicine; diagnosis; clinical teaching; the role of theory; sensory motor and perceptual motor theories; theories of perception and memory; theories of language; cognitive development; maturational, emotional, and behavioral aspects; systems for delivering educational services; and the administration of the LD program. Teaching strategies are described for the following areas: motor development; perception; memory; oral language; reading; spelling; handwriting; written expression; arithmetic; reading comprehension; self concepts; social perception; and behavior modification. Recent issues considered in the revised edition include programs for early childhood and the adolescent, new concepts of delivery systems including mainstreaming, legislation, the cross categorical movement, the role of parents, and administration. Appended are a quiz and summary of phonic principles, listings of instructional materials, a listing of tests, sources of supportive information (such as films and journals), addresses of publishers, and a glossary. (DB)

ABSTRACT 1768

EC 08 1768 ED N. A.
Publ. Date Apr 76 10p.
Guralnick, Michael J.
The Value of Integrating Handicapped and Nonhandicapped Preschool Children.
American Journal of Orthopsychiatry; V46 N2 P236- 245 Apr 1976

Descriptors: Mentally Handicapped;* Language Development;* Social Development;* Peer Teaching;* Exceptional Child Research; Preschool Education; Regular Class Placement; Peer Relationship; Change Agents; Play;

Presented are a conceptual and empirical framework and two research reports on the promotion of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. Research is reported to show that systematically designed interaction (rather than mere exposure) is necessary for peers to be effective change agents. In the first study, a mildly handicapped child's language usage is shown to have improved during structured sessions in which a nonhandicapped peer (competent in the target language behavior) and the S were reinforced for correct usage. In the second study, it is reported that observation of nonhandicapped children playing by two retarded (IQs 58 and 78) Ss had no effect on Ss' social play skills, though training the nonhandicapped children to attend selectively to appropriate behaviors of the handicapped children resulted in marked improvement in play behaviors. Variables seen to be significant in the use of peers as change agents are chronological age of the peer group, level of observational skills, type of behavior, structure of the modeling context, grouping, and characteristics of the models. (DB)

ABSTRACT 1751

EC 08 1751 ED N. A.
Publ. Date 76 128p.
Lowenbraun, Sheila, Ed.
Affleck, James Q., Ed.
Teaching Mildly Handicapped Children in Regular Classes.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($4.95)

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Learning Disabilities;* Emotionally Disturbed;* Elementary Secondary Education; Regular Class Placement;* Teaching Methods;* Operant Conditioning;* Behavior Change; Student Evaluation; Diagnostic Teaching; Academic Achievement;

Identifiers: Informal Assessment;

Provided in the book are the rationale and suggested methods for teaching mildly handicapped students in regular classes. The first of three chapters concerns the effects of labeling on exceptional children, special education provisions for serving individual children, and descriptions of mild mental retardation, language and learning disabilities, and emotional disturbance. The bulk of the document comprises an analysis of procedures for teaching academic skills to mildly handicapped students. Detailed are aspects of initial assessment, establishment of objectives and sequences, selection of instructional activities, ongoing assessment, program modifications, implementing individualized programing, and creating a positive learning environment. A case study provides examples of assessment data, objectives, and implementation planning. A final chapter delineates techniques and resources for teaching coping behaviors and altering consequences and antecedents of problem behavior. (CL)

ABSTRACT 1703

EC 08 1703 ED 119451
Publ. Date Aug 75 82p.
Tutalo, Anthony J.
Staff-Development Program.
EDRS mf;hc
Maxi I Practicum.

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Inservice Teacher Education;* Program Descriptions;* Regular Class Placement;* Workshops;* Instructional Staff; Program Effectiveness; Behavior Change; Teacher Role; Class Activities;

Described are various aspects of a program to train school personnel to meet the special needs of mainstreamed children. The staff development program is discussed in terms of program responsibility, strategy, and steps taken by the principal in the implementation procedure. The four stages of Project RETAP, a special education inservice program for regular education teachers and principals, are reported to include building a positive relationship between instructor and workshop participants. Outlined are topics (such as behavior problems in the classroom, behavior modification, and development of self concept) covered during a released time workshop on student behavior. Additional material on gross motor training, body awareness, motor planning, body control, visual memory and perception, tactile and kinesthetic skills, and auditory analysis are given in Appendix B. In a formative evaluation, eight results are listed for the program which include that parent participation was built into the program in the form of parent conferences and workshops. A summative evaluation of the program is presented with tables; and it is concluded that the program resulted in gains in student performance in the areas of attendance, behavior, and academic achievement. Also appended are information on Project RETAP and monitor reports. (SB)

ABSTRACT 1697

EC 08 1697 ED 119445
Publ. Date Apr 75 102p.
Wynne, Suzan.
And Others.
Mainstreaming and Early Childhood Education for Handicapped Children: A Guide for Teachers and Parents.
Wynne Associates, Washington, D. C.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. Division of Innovation and Development.
EDRS mf;hc
Final Report.

Descriptors: Exceptional Child Education; Handicapped Children;* Preschool Education;* Regular Class Placement;* Research Reviews (Publications); Interviews; Preschool Programs;* Educational Trends;* Program Effectiveness; Intervention; Educational Methods; Program Descriptions; Bibliographies;

Identifiers: Final Reports;

Written primarily for educators and parents interested in the education of young handicapped children, the document contains a review and analysis of the research literature concerned with preschool mainstreaming in the context of the present range of preschool programs. In the introduction, it is reported that the information comes from interviews and site visits as well as from a review of the literature, and that the ability and attitude of the teacher appear to be the most important factors in the success of an integrated program. The six chapters which follow cover such topics as trends in the education of young handicapped children (from 1861 to the present), the effectiveness of early intervention programs, approaches to early childhood education mainstreaming (partial and complete mainstreaming), elements of a mainstreamed early childhood education program (including program design, teacher role, and parent participation), major issues in mainstreaming (such as assessment and placement of young handicapped children, reasons for favoring mainstreaming, and preparation for elementary school), and unanswered questions about mainstreaming (which include "What type of curriculum obtains the greatest gains with which kinds of children?"). Appended is a bibliography of about 50 articles, books, documents, and 10 children's books with information usually including author, title, source, publication date, description, and availability. Also provided is a list of organizations, bibliographies, and other sources of information noted to be helpful to educators and parents of handicapped children. (SB)

ABSTRACT 1636

EC 08 1636 ED 119434
Publ. Date Feb 76 167p.
D'Audney, Weslee, Ed.
Giving a Head Start to Parents of the Handicapped.
University of Nebraska, Medical Center, Omaha. Meyer Children's Rehabilitation Institute.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children;* Parent Counseling;* Counselor Role;* Guidelines;* Exceptional Child Education; Exceptional Child Services; Preschool Education; Parent Attitudes; Educational Needs; Regular Class Placement; Labeling (Of Persons); Child Advocacy; Nutrition; Parent Role;

Identifiers: Head Start;*

Written in response to questions from Head Start personnel, the manual contains information on how to provide encouragement and support to parents of handicapped children. Divided into sections with general background information and information pertaining to special problems, the 21 chapters cover the following topics (authors are in parentheses): a parent's view of her role in child care (V. Harra); the need for early childhood education (G. Dybwad and E. L. LaCrosse); the value of mainstreaming (W. D'Audney); dangers of labeling (D'Audney); confidentiality and legal rights (D'Audney); nutrition (D'Audney); transition to public school (D'Audney); the supportive role (D'Audney); parent involvement (S. Delaney); giving a head start to parents of children with visual impairments (M. A. Karstens), hearing impairments (D'Audney), orthopedic disabilities (R. Galusha), speech and language disorders (E. Leach), health impairments (P. Pearson), asthma (T. Eashinbauer), epilepsy (H. Major), mental retardation (M. Armfield), severe emotional disturbances (E. Manolascimo), specific learning disabilities (J. Hill) and multiple handicaps (LaCrosse); and to parents suspected of child abuse or neglect (D'Audney). Appended are a list of the types of handicapping conditions served by Head Start programs and samples of Head Start authorization forms. (SB)

ABSTRACT 1600

EC 08 1600 ED N. A.
Publ. Date Mar 76 3p.
Zufall, Dorothy L.
The Exceptional Person: Approaches to Integration.
Journal of School Health; V46 N3 P142-144 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children;* Gifted; Elementary Secondary Education; Higher Education; Regular Class Placement;* Interdisciplinary Approach;*

The integration of exceptional children at all levels of the public education system requires cooperative efforts of professionals in physical medicine, mental health, and education. Needed are more integrated preschools, identification and treatment (medical and educational) at the elementary level, class offerings adapted to differing abilities to succeed at the middle and high school levels, and innovative special programs at the college level. (DB)

ABSTRACT 1532

EC 08 1532 ED N. A.
Publ. Date Feb/Mar76 11p.
Kennedy, Patricia
And Others.
Longitudinal Sociometric and Cross-Sectional Data on Mainstreaming Hearing Impaired Children: Implications for Preschool Programming.
Volta Review; V78 N2 P71-81 Feb./Mar 1976

Descriptors: Deaf;* Regular Class Placement;* Peer Acceptance;* Self Concept;* Longitudinal Studies;* Exceptional Child Education; Aurally Handicapped; Elementary Education; Social Adjustment; Preschool Education;

Examined were the peer acceptance and self perceived status of 11 severely to profoundly deaf pupils enrolled in regular public school elementary classrooms over a 3-year period. All of the Ss had experienced preschool education (including nursery school) with normal hearing children, and all were fulltime users of hearing aids. Three sociometric tests were administered. Results indicated that these hearing impaired children were as socially accepted as their classmates and were perceptive of their own status. (Characteristics of the Ss and their preschool program thought to be related to their success in a regular elementary classroom are outlined.) (Author/LS)

ABSTRACT 1510

EC 08 1510 ED N. A.
Publ. Date 76 234p.
Gearhart, Bill R.
Weishahn, Mel W.
The Handicapped Child in the Regular Classroom.
C. V. Mosby Co., 3301 Washington Blvd., St. Louis, MO 63103 ($10.50)

Descriptors: Exceptional Child Education; Handicapped Children*; Aurally Handicapped; Visually Handicapped; Learning Disabilities; Mentally Handicapped; Educable Mentally Handicapped; Emotionally Disturbed; Behavior Problems; Physically Handicapped; Special Health Problems; Regular Class Placement*; Teaching Methods*; Identification*;

Designed for both inservice and preservice education, the text provides an overview of strategies and alternatives for educating handicapped children in the regular classroom. Reviewed are historical trends in the education of the handicapped. Present educational services are considered in terms of such factors as prevalence of handicapped children, legislative changes, and service delivery systems (from regular class placement with supportive help to residential schools). Six chapters detail teaching techniques and learner characteristics for the following groups of exceptional children (with sample topics in parentheses): aurally handicapped (use of a "listening helper" or "buddy," and the role of a resource/itinerant teacher); visually impaired (independent travel and specialized instruction in reading); crippled and other health impaired (medical and technological advances); speech handicapped (the role of the speech clinician); learning disabled and mildly mentally handicapped (tactile and kinesthetic learning approaches, and sensory and motor coordination handicaps); and behaviorally

troubled students (responsibility-oriented classrooms and the use of contracts and contracting). Analyzed in a final chapter are teacher-student interaction and evaluation techniques. Lists of organizations serving the hearing impaired and physically disabled are included in six appendixes along with an annotated bibliography of approximately 50 children's books about handicapped individuals. (CL)

ABSTRACT 1489

EC 08 1489 ED 119415
Publ. Date Nov 75 28p.
Gershman, Janis.
The Evaluation of Special Education Programs: Past Attempts and Present Directions.
Toronto Board of Education (Ontario).
EDRS mf;hc

Descriptors: Handicapped Children*; Regular Class Placement*; Program Evaluation*; Followup Studies*; Educational Trends*; Exceptional Child Research; Special Classes; Literature Reviews; Peer Acceptance; Self Concept; Student Attitudes; Models; Delivery Systems; Socioeconomic Influences; Labeling (Of Persons); Prevention;

Identifiers: Canada;

Reviewed is the literature on issues relating to the evaluation of special education programs with special emphasis on the comparison of regular versus special class placement, and on Canadian programs. Results of studies dealing with effects of mainstreaming or special class services are reviewed in terms of social acceptance by peers, self concept, and attitude toward school. Four models to improve delivery of services to handicapped children are compared. Also reviewed are effects of socioeconomic influences on school achievement and adjustment and followup studies on the effects of special education. Identified and discussed are new directions such as more process-oriented (rather than outcome-oriented) evaluation approaches, a decrease in the categorization of children using medical and psychological terms, attempts to match students to teaching systems, and prevention of later disability through early identification and intervention. (DB)

ABSTRACT 1458

EC 08 1458 ED N. A.
Publ. Date Fe/Ma76 4p.
Vernon, McCay.
And Others.
Mainstreaming: Issues and a Model Plan.
Audiology and Hearing Education; V2 N2 P5-6 10-11 Feb/Mar 76

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf*; Elementary Secondary Education; Regular Class Placement*; Educational Programs; Models*;

Identifiers: Total Communication (Handicapped);

The authors discuss issues relevant to mainstreaming deaf children, various approaches which have been tried with little success, and a model program in Newark, Delaware which involves use of total communication and tutor-interpreters. (LS)

ABSTRACT 1449

EC 08 1449 ED 117 926
Publ. Date 75 45p.
Project FAST: Final Report.
Essexville-Hampton Public Schools, Michigan.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Learning Disabilities*; Regular Class Placement*; Program Evaluation*; Program Descriptions*; Administration*; Exceptional Child Education; Elementary Education; Information Dissemination; Decision Making;

Identifiers: Essexville Hampton (Michigan); Project FAST*;

The final report (1974-75) of Project FAST (Functional Analysis Systems Training) contains objectives and evaluation data of the Essexville-Hampton (Michigan) program which is designed to provide efficient educational and support services to learning disordered children and their regular elementary teachers. The first part contains an introduction to the methods and purposes of the project. Described are the three modules for delivering educational services, nine basic teaching skills, a model of a learning system, and a flow chart of a delivery system which incorporates a change process. Listed are accomplishments such as reduction of the time lag between identification of pupils with learning problems and specific treatment, cost effectiveness, and demonstrated exportability. Evaluation data are provided for four performance objectives for each of two project goals: the development and implementation of a demonstration and dissemination model, and the monitoring of project activities to show their impact on children. Information for each objective is presented in terms of source of information, analysis of data, date to be completed, and results. Evidence of effectiveness for 1973-74 is summarized and includes expansion of individual educational programs from 20 in 1971-72 to 149 in 1973-74. Appended is a description of a decision-making process for adoptor districts to use to determine the goals and objectives for their district. (For related information, see EC 08 1446, 08 1448.) (DB)

ABSTRACT 1448

EC 08 1448 ED 117 925
Publ. Date 75 19p.
Project FAST: Adoptor/Facilitator Information.
Essexville-Hampton Public Schools, Michigan.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Learning Disabilities*; Program Descriptions*; Regular Class Placement*; Delivery Systems*; Exceptional Child Education; Program Design; Program Effectiveness;

Identifiers: Project FAST*;

Presented is adopter/facilitator information of Project FAST (Functional Analysis Systems Training) to provide educational and support services to learning disordered children and their regular elementary teachers. Briefly described are the three schools in the Essexville-Hampton (Michigan) school district; objectives of the program; program inputs, processes, and outcomes; and program schedule. Reported are program outcomes such as statistically significant increases in reading and mathematics achievement levels, a decrease in discipline problems, and expansion of the program to 201 classrooms in the Bay City (Michigan) area. Also presented are criteria to be used in the selection of adopters including required target population characteristics, staffing requirements, instructional material requirements, financial resources, and training required of adopters. Part 2 focuses on facilitator information including a listing of available awareness material (such as a film on Project FAST), product and process objectives, criteria to be used in the rejection of adopters (such as lack of administrative support), demonstration/visitation capability, training capability, and training schedule. (For related information, see EC 08 1446, 08 1449.) (DB)

ABSTRACT 1446

EC 08 1446 ED 117 923
Publ. Date 75 33p.
Project FAST.
Essexville-Hampton Public Schools, Michigan.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Learning Disabilities*; Regular Class Placement*; Delivery Systems*; Models*; Inservice Teacher Education*; Exceptional Child Education; Elementary Education; Conceptual Schemes; Learning; Educational Objectives; Teachers; Program Descriptions;

Identifiers: Project FAST*;

Described are components of Project FAST (Functional Analysis Systems Training) a nationally validated project to provide more effective educational and support services to learning disordered children and their regular elementary classroom teachers. The program is seen to be based on a series of modules of delivery systems ranging from mainstream teachers working with building principals and parents (module 1) to consultants, specialists from the community, and community agencies (module 3). Stressed is the importance of training teachers in the following developmental objectives: observation of how the child goes about learning, analysis of what each task demands, analysis of the developmental level, prescription of the specific educational program, organization of the classroom, helping children in

directing their own behavior appropriately, being receptive to support help, teamwork with peers and teamwork with parents. Explained is a model of a functional learning system which involves various information processing modes, activation through proprioception, symbolic coding of information, a scanning mechanism, and sensory feedback mechanisms. Also included are a flow chart of project implementation, and forms to use at the individual school or school district level. (For related information, see EC 08 1448-9.) (DB)

ABSTRACT 1442

EC 08 1442 ED N. A.
Publ. Date Win 76 4p.
Moramarco, Sheila Sobell.
The Dynamic Duo: Educating Free Children.
Children's House; V8 N4 P10-13 Win 76

Descriptors: Exceptional Child Education; General Education*; Handicapped Children*; Primary Education; Open Education*; Regular Class Placement; Educational Alternatives; Interpersonal Competence; Program Descriptions*; Peer Acceptance;

Two teachers in California have developed a team teaching, open classroom approach with a kindergarten-first grade class in which children are not taught to compete, and individual differences in children (such as reading difficulty and hearing problems) are accepted. (CL)

ABSTRACT 1371

EC 08 1371 ED N. A.
Publ. Date Feb 76 4p.
Divoky, Diane.
Mainstreaming: Moving Special Ed Out of the Basement.
Compact; V10 N1 P2-5 Feb 76

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Regular Class Placement*; State Programs*;

Practices and problems involved in mainstreaming handicapped children are reviewed, and examples of states which have implemented mainstreaming policies are given. (CL)

ABSTRACT 1365

EC 08 1365 ED 117 912
Publ. Date Jan 76 53p.
Markell, Clark.
Exceptional Students in Regular Classes: Interviews with 43 North Dakota Elementary Teachers.
Minot State College, North Dakota. Division of Education and Psychology.
EDRS mf;hc

Descriptors: Handicapped Children*; Teachers*; Teacher Attitudes*; Regular Class Placement*; Teacher Education*; Exceptional Child Research; Elementary Education; Interviews; Curriculum Evaluation;

Identifiers: Upper Midwest Small Schools Project;

Presented are results of interviews conducted with 43 elementary teachers from nine schools having participated in the Upper Midwest Small Schools Project (UMSSP), a program of teacher workshops and diagnostic clinics on exceptionality in the regular classroom. A summary of teachers' responses regarding UMSSP and special students are presented along with statements supporting, neutral to, or not supporting the concept of integration. Discussed are three major recommendations concerning more course work relating to exceptional children, more direct contact and experience with the various systems for delivering educational services to exceptional children, and more contact with exceptional children. Appendixes include a copy of the interview questionnaire, letters sent to administrators of UMSSP schools, teacher statements regarding mainstreaming, teacher responses about problems with mildly retarded students in the regular class, and teachers' recommendations for teacher education. (SB)

ABSTRACT 1355

EC 08 1355 ED N. A.
Publ. Date Fall75 12p.
Gickling, Edward E.
Theobald, John T.
Mainstreaming: Affect or Effect.
Journal of Special Education; V9 N3 P317-328 Fall 1975

Descriptors: Handicapped Children*; Regular Class Placement*; Teacher Attitudes*; Exceptional Child Research; Elementary Secondary Education; Special Education Teachers; Teachers; Special Classes; Educational Philosophy; Communication Problems;

A 46-item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators. Results showed little agreement within both regular and special education on the desirability of doing away with self contained classes for the mildly handicapped. Responses indicated that formal communications between regular and special educators were infrequent and irregular in meeting the needs of the mildly handicapped. (Author)

ABSTRACT 1330

EC 08 1330 ED 117 907
Publ. Date 49p.
La Brie, Vicki.
Learning Disabilities Activity Guide for the Elementary Classroom.
Maine State Dept. of Educational and Cultural Services, Augusta.
EDRS mf;
Mercer House Press, Box 681, Kennebunkport, ME ($3.50; $2.00 For 25 or More)

Descriptors: Learning Disabilities*; Motor Development*; Visual Perception*; Auditory Perception*; Language Development*; Exceptional Child Education; Elementary Education; Teaching Guides; Regular Class Placement; Perceptual Motor Coordination; Class Activities; Individual Activities;

Intended for the regular elementary classroom teacher serving learning disabled children, the activity guide provides suggestions in the areas of motor development, visual perception, auditory perception, and language development. Motor activities are grouped into the following categories: body image, balance, fine motor coordination, directionality, gross motor coordination, and activities of the Purdue Perceptual Motor Survey. Visual perception is considered in terms of visual reception, visual sequencing and directionality, visual memory, position in space, constancy of shape, figure-ground discrimination, and visual association. Aspects of auditory perception for which activities are provided include auditory awareness, figure-ground perception, auditory reception, auditory discrimination, and auditory sequential memory. The final section, on language development, includes suggestions for improving verbal expression, the normal development of speech, written expression, and manual expression. A short selected bibliography follows each chapter. (DB)

ABSTRACT 1327

EC 08 1327 ED N. A.
Publ. Date 74 66p.
Mayer, Colleen A.
Understanding Young Children: The Handicapped Child in the Normal Preschool Class.
Publications Office/IREC, College of Education/ University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801 ($1.75)
Catalog No. 114.

Descriptors: Exceptional Child Education; Handicapped Children*; Physically Handicapped; Aurally Handicapped; Visually Handicapped; Early Childhood Education; Preschool Education*; Regular Class Placement*; Teacher Role; Teaching Methods*; Etiology; Identification;

Intended for teachers, parents and caregivers, the booklet provides suggestions regarding maintaining visually, aurally, and physically handicapped children in normal preschool classes. Easy-to-read text and illustrations cover such aspects as the vision and audition processes, causes of disabilities (such as middle ear problems, birth damage, and strabismus), signs of defective development, and methods of helping handicapped children in the classroom (such as giving visual cues to the aurally handicapped, using concrete objects and experiences with the visually handicapped, and adapting specific toys and equipment for the physically disabled). Emphasized is the role of the teacher in understanding and accepting children's differences. (For related information, see EC 08 1328 and 08 1329.) (CL)

ABSTRACT 1317

EC 08 1317 ED N. A.
Publ. Date 76 286p.
Schifani, John W.

And Others.
Contemporary Issues in Mainstreaming Handicapped Citizens.
Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($8.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Regular Class Placement*; Special Education*; Teacher Education*; Special Education Teachers; Teachers; Resource Teachers*; Educational Trends*; Research Reviews (Publications); Educable Mentally Handicapped; Diagnostic Teaching; Student Teacher Relationship; Performance Based Teacher Education; Teaching Methods; Verbal Learning; Vocational Education;

Identifiers: Token Economy;

Twenty-three papers on contemporary issues in mainstreaming handicapped individuals are divided into four parts: introduction and overview (five papers), regular classroom teachers (seven papers), teacher training in special education (seven papers and resource teachers' techniques (four papers). Included are readings with the following titles (authors are in parentheses): "Exceptional Children in Our Schools--A New Direction" (W. L. Dietrich and R. M. Anderson), "Special Education for the Mildly Retarded--Is Much of It Justifiable?" (L. M. Dunn), "Curiosity--An Educational Key to Change" (G. T. Rowland and E. G. Pattersón), "New Education Policies for the Handicapped--The Quiet Revolution" (F. J. Weintraub and A. Abeson), "Phenomenal Growth and New Problems Characterize Special Education" (J. J. Gallagher), "Handicapped Children and the Regular Classroom" (F. M. Hewett), "Improved Learning Conditions for Handicapped Children in Regular Classrooms" (N. G. Haring), "The Diagnostic/Prescriptive Teacher" (R. W. Prouty and F. M. McGarry), "An Introduction to a Regular Classroom Approach to Special Education" (W. L. Fox et al), "Special Education for Exceptional Children through Regular School Personnel and Programs" (J. W. Birch), "Increasing Educational Services to Handicapped Children in Regular Schools" (A. J. Lewis), "Classroom Conflict Between Teacher and Student--An Intervention Technique" (R. Forehand and G. M. Smith), "Will the Promise of C/PBTE Be Fulfilled?" (B. Rosner and P. M. Kay), "Handicapped Teachers or Teachers of the Handicapped?" (M. D. Davis and K. E. Wyatt), "A Strategy for the Training of Resource Teachers for Handicapped Children" (N. G. Haring), "A Clinical Teacher Model for Interrelated Areas of Special Education" (L. Schwartz), "Approximating Noncategorical Teacher Education" (A. E. Blackhurst et al) "Exemplary Generic Programs to Prepare Teachers of the Handicapped" (R. M. Anderson and J. W. Schifani), "Teaching--An Ongoing Process of Assessing, Selecting, Developing, Generalizing, Applying, and Reassessing" (J. R. Armstrong), "Toward a Client Administered Token Reinforcement Program" (A. E. Kazdin), "A Vocal-Motor Program for Teaching Nonverbal Children" (F. J. Stewart), and "Vocational Evaluation--Special Education's Responsibility" (D. Brolin). (SB)

ABSTRACT 1306

EC 08 1306 ED N. A.
Publ. Date Feb 76 8p.
MacMillan, Donald L.
And Others.
Mainstreaming the Mildly Retarded: Some Questions, Cautions and Guidelines.
Mental Retardation; V14 N1 P3-10 Feb 1976

Descriptors: Educable Mentally Handicapped*; Regular Class Placement*; Exceptional Child Education; Handicapped Children; Mentally Handicapped; Elementary Secondary Education; Program Evaluation; Guidelines;

The authors caution about the current wave of well intended but sometimes naive acceptance of mainstreaming mildly handicapped students. A distinction is made between the principle of mainstreaming and its implementation, and roadblocks existing in general education to its effectiveness are examined. Perspectives on program evaluation are explored, and guidelines are proposed regarding such aspects as child advocacy and regular teacher preparation. (Author/CL)

ABSTRACT 1293

EC 08 1293 ED 117904
Publ. Date 75 106p.
Birch, Jack W.
Hearing Impaired Pupils in the Mainstream.
University of Minnesota, Minneapolis. Leadership Training Institute/Special Education.
Office of Education (DHEW), Washington, D. C. Division of Adult and Vocational Education.
The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (No. 127, $4.00)

Descriptors: Aurally Handicapped*; Guidelines*; Regular Class Placement*; Administration*; Program Descriptions*; Exceptional Child Education; Early Childhood Education; Elementary Secondary Education; Definitions; Educational Needs; Educational Facilities; Public Schools; Residential Schools;

Provided primarily for regular class teachers and administrators is information on mainstreaming hearing impaired students. Reasons behind the movement toward regular class placement of hearing impaired pupils are noted and two basic views as to how it should be done are identified. Defined are relevant terms such as "mainstreaming," "hearing aid," and "hearing impaired." A chapter on the influence of hearing impairment on education includes discussion of the nature of the hearing defect, and differences in educational needs of deaf and hard of hearing pupils. In a section on characteristics of successful mainstreaming, the topics of instructional settings and pupil characteristics are listed and five principles basic to mainstreaming (such as teaching toward hearing- world participation) are explained. Guidelines presented for successful mainstreaming include a model for preservice and inservice preparation, suggestions for regular class teachers and administrators, and information on professional roles and facilities. The second half of the book consists of descriptions of various complete and partial approaches to mainstreaming in 10 public school systems and four residential schools. It is explained that the programs were chosen to represent a range of sizes and geographical locations. (LS)

ABSTRACT 1261

EC 08 1261 ED N. A.
Publ. Date Mar 76 4p.
Christensen, Genelle.
The Circle of Human Needs.
Instructor; V85 N7 P103-106 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children*; Interviews; Special Education*; Attitudes; Labeling (Of Persons); Regular Class Placement; Educational Trends;

Presented in question and answer form is an interview on the current issues and concerns relating to special education and exceptional children. Areas covered include reasons why handicapped individuals are rejected, the effects of labeling, and the advantages and disadvantages of mainstreaming. (SB)

ABSTRACT 1250

EC 08 1250 ED 117898
Publ. Date 75 43p.
Miller-Jacobs, Sandra.
Mainstreaming Special Needs Children Into Open Settings.
EDRS mf;hc

Descriptors: Handicapped Children*; Open Education*; Special Education*; Educational Philosophy*; Regular Class Placement*; Exceptional Child Education; Elementary Secondary Education; Normalization (Handicapped); Educational Programs;

Compared are principles of open education and special education, and described are six programs in which handicapped children are being successfully mainstreamed into open education situations. Briefly described is the philosophy of open education, listed are 29 assumptions about children's learning or knowledge, and examined is the philosophy of special education. The following open and special education themes are considered: instruction, provisioning, diagnosis, evaluation, humaneness, seeking, self perception, and assumptions. Other aspects discussed include the teacher-student relationship and physical space. Briefly described are six programs providing open education services to such children as the severely retarded, emotionally disturbed, disadvantaged, and learning disabled. Results of one program evaluation are given in terms of the children, the teachers, and the techniques. (DB)

ABSTRACT 1236

EC 08 1236 ED N. A.
Publ. Date Win 74 11p.
Glavin, John P.
Behaviorally Oriented Resource Rooms: A Follow-up.
Journal of Special Education; V8 N4 P337-347 Win 1974

Descriptors: Handicapped Children*; Regular Class Placement*; Resource Centers*; Followup Studies*; Student Adjustment*; Exceptional Child Research; Student Placement; Behavior Change; Academic Achievement;

Evaluated with 104 experimental and 104 control Ss (at the elementary grade level) was whether the academic and behavioral gains made after 1 or 2 years of part time placement in a behaviorally oriented resource room would be maintained following full time attendance in a regular class for 2 or 3 years. Results indicated no significant differences between the experimental and control groups after return to full time regular classes for a 2- or 3-year interval. (Author/DB)

ABSTRACT 1209

EC 08 1209 ED 117891
Publ. Date Jul 73 25p.
Calabree, Joan M., Comp.
And Others.
Addendum to Prescriptive Teaching Workshop Resource Manual.
New Providence School District, New Jersey.
EDRS mf;hc

Descriptors: Learning Disabilities*; Diagnostic Teaching*; Regular Class Placement*; Educational Diagnosis*; Individualized Instruction*; Exceptional Child Education; Elementary Education; Workshops; Teachers;

Summarized are presentations given at a 1-year Prescriptive Teaching Workshop, a Title III educational program designed to maintain the learning disabled elementary school child in the regular classroom. Outlines, diagrams, and bibliographies are provided for presentation topics such as the special service circuit, educational assessment, behavior modification, and individualized instruction through computer technology. Described in the second half of the document are procedures and sample forms for developing and writing an educational prescription. (For the workshop resource manual, see EC 05 1109.) (LS)

ABSTRACT 1208

EC 08 1208 ED 117890
Publ. Date Oct 75 228p.
Lott, Leroy A., Jr.
And Others.
Strategies and Techniques for Mainstreaming: A Resource Room Handbook.
Monroe County Intermediate School District, Michigan.
EDRS mf.
Supervisor for Special Education Programs, Monroe County Intermediate School District, 1101 S. Raisinville Rd., Monroe, MI 48161 ($12.50)

Descriptors: Educable Mentally Handicapped*; Emotionally Disturbed*; Learning Disabilities*; Regular Class Placement*; Resource Centers*; Exceptional Child Education; Elementary Secondary Education; Guidelines; Resource Teachers; Personnel; Individualized Instruction; Inservice Education; Educational Diagnosis; Contracts; Behavioral Objectives; Facilities;

Presented for regular classroom teachers, resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice training, alternatives to resource room placement, and program evaluation. (LS)

ABSTRACT 1177

EC 08 1177 ED N. A.
Publ. Date Jan 76 5p.
Shworles, Thomas R.
The Community College System: A Resource for Rehabilitation.
American Rehabilitation; V1 N3 P8-12 Jan/Feb 76

Descriptors: Exceptional Child Education; Handicapped Children*; Handicapped*; Junior Colleges*; Rehabilitation*; Regular Class Placement*; Program Development*;

Identifiers: Illinois (Chicago)*;

Described are ways the City Colleges of Chicago (CCC) are making community college educational resources available to urban based handicapped students in cooperation with local rehabilitation programs. Stressed is CCC's emphasis on mainstreaming the handicapped student into the entire college program. Listed in a table are principles and activities for such goals as the development of techniques for mainstreaming handicapped students and developing positive attitudes toward the handicapped. (DB)

ABSTRACT 1163

EC 08 1163 ED N. A.
Publ. Date Feb 76 8p.
Wasserman, Theodore.
Adamany, Nancy.
Day Treatment and Public Schools: An Approach to Mainstreaming.
Child Welfare; V55 N2 P117-124 Feb 76

Descriptors: Exceptional Child Education; Behavior Problems*; Learning Disabilities*; Elementary Education; Regular Class Placement*; Program Descriptions*; Program Effectiveness;

Described is a program designed to keep children (5- 12 years old) with behavioral and learning disturbances in regular classrooms for at least part of the school day. Such aspects of the program as evaluation and prescriptive planning, three types of behavioral programs, curriculum, family participation, and staff are discussed. Initial data collected on the return of children to their regular program are noted to support the program's effectiveness. (SB)

ABSTRACT 1146

EC 08 1146 ED N. A.
Publ. Date Dec 75 2p.
Childs, Ronald E.
A Second Look at Resource Room Instruction by a Resource Teacher.
Education and Training of the Mentally Retarded; V10 N4 P288-289 Dec 1975

Descriptors: Handicapped Children*; Resource Centers*; Failure Factors*; Exceptional Child Education; Elementary Secondary Education; Regular Class Placement;

The discussion by a resource teacher centers on such difficulties involved in resource room instruction for mildly handicapped children as inadequate teacher training and lack of appropriate facilities. (CL)

ABSTRACT 1144

EC 08 1144 ED N. A.
Publ. Date Dec 75 8p.
Altman, Rueben.
Meyen, Edward L.
Research Implications.
Education and Training of the Mentally Retarded; V10 N4 P276-283 Dec 1975

Descriptors: Handicapped Children*; Regular Class Placement*; Special Classes*; Research Reviews (Publications)*; Exceptional Child Research; Elementary Secondary Education; Program Effectiveness; Labeling (Of Persons); Academic Achievement; Social Adjustment;

Research on the efficacy of special classes is reviewed in terms of academic achievement, personal and social adjustment, and the role of labeling. The authors recommend development of innovative programs based on rational models of partial integration. (CL)

ABSTRACT 1133

EC 08 1133 ED N. A.
Publ. Date 75 48p.
Principal's Guide to Mainstreaming.
Croft-NEI Publications, 24 Rope Ferry Rd., Waterford, CT 06385 ($4.00)

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Regular Class Placement*; Administrator Role*; Public Relations; Curriculum; Program Evaluation; Parent Role; Class Management; Guidelines*;

Examined in the manual is the principal's role in mainstreaming exceptional children. Provided are practical guidelines for the following potential problem areas: public relations, staff orientation,

organizational approaches, curriculum and instruction, mainstreaming procedures in the secondary school, classroom management and control, parent roles, and program evaluation. Appended is a list of instructional objectives from a special curriculum for educable retarded students. (CL)

ABSTRACT 1047

EC 08 1047 ED 117870
Publ. Date Jun 75 13p.
Collister, Larry.
A Comparison of the Long Range Benefits of Graduation from Special Vs. Mainstream School for Mildly Mentally Handicapped Students.
Seattle Public Schools, Washington. Dept. of Planning, Research, and Evaluation.
EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Regular Class Placement*; Program Effectiveness*; Social Adjustment*; Special Schools*; Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped; Adults; Special Classes; Employment; Followup Studies; Senior High Schools;

Twenty-seven mildly and moderately mentally handicapped special education graduates from a special school and 23 mildly and moderately mentally handicapped special education graduates from a mainstream school were interviewed to determine long range benefits of each program. Interviews 1 and 2 years after graduation were designed to measure differences in employment skill levels, unemployment rates, job satisfaction, arrests and convictions, welfare assistance, financial independence, income level, and other variables. Data suggested that there was little difference in long range characteristics for either group, although the small sample size precluded drawing firm conclusions on either side of the question. (Author/CL)

ABSTRACT 1039

EC 08 1039 ED 116431
Publ. Date Nov 75 236p.
Meyers, C. Edward
And Others.
Correlates of Success in Transition of MR To Regular Class. Final Report: Volume II (Appendix).
University of California, Los Angeles. Neuropsychiatric Institute
Pacific State Hospital, Pomona, California
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Regular Class Placement*; Records (Forms)*; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Program Effectiveness; Minority Groups; Academic Achievement; Social Adjustment; Success Factors;

Identifiers: Final Reports;

Provided in Volume II of a final report on the status of California educable mentally retarded (EMR) students reassigned to regular classes as a result of legislation, are appended forms, instruments, and project reports. Included are letters of introduction to various project phases, project data collection forms (including teacher questionnaires), the computer format of EMR transitional study data file, a discussion of dissemination activity, and eight published and unpublished reports of the project. (For Volume I of the final report, see EC 08 1038.) (CL)

ABSTRACT 1038

EC 08 1038 ED 116430
Publ. Date Nov 75 195p.
Meyers, C. Edward
And Others.
Correlates of Success in Transition of MR To Regular Class. Final Report: Volume I.
University of California, Los Angeles. Neuropsychiatric Institute.
Pacific State Hospital, Pomona, California
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Regular Class Placement*; Academic Achievement*; Success Factors*; Exceptional Child Research; Mentally Handicapped; Minority Groups; Elementary Secondary Education; Special Classes; Social Adjustment;

Identifiers: Final Reports;

Presented is the final report of a project which investigated the current status of 1711 Anglo, Black, and Spanish-surnamed California educable mentally retarded (EMR) students reassessed by court order in 1969-72. It is explained that Ss were matched on sex and ethnicity with regular class and non-decertified EMR students. Attempts to identify differences at EMR placement of those later decertified vs. those not decertified are said to have produced no results, forcing a conclusion of educational equivalence at that time. It is noted that regular class means on current Metropolitan Achievement Test scores were highest, EMR lowest, but regular class and decertified distributions greatly overlapped; both were several grade levels below nominal placement. Among results reported are little ethnic difference and little difference between regular class and decertified Ss on teacher ratings of citizenship and achievement, and the same broad range in social acceptance and adjustment for decertified Ss as regular class matches on teacher questionnaire responses (both means tending to be under average for their classes). It is concluded that while decertification did not make the students average, the students nevertheless tended to succeed nearly as well as regular class matches. (For Volume II of the final report, see EC 08 1039.) (Author/CL)

ABSTRACT 899

EC 08 0899 ED N. A.
Publ. Date Jan 76 9p.
Kindred, Elizabeth M.
Integration at the Secondary School Level.
Volta Review, V78 N1 P35-43 Jan 1976

Descriptors: Aurally Handicapped*; Regular Class Placement*; Program Descriptions*; Exceptional Child Education; Secondary Education; Public Schools; Curriculum; Success Factors;

The coordinator of an integrated program for hearing impaired students in a public high school discusses key components in the program and in the implementation of a curriculum planned to meet the needs of each hearing impaired student. Personal experience with students, administrators, teachers, counselors, and parents is related. Considered are the benefits, limitations, and problems of integration. (Author/LS)

ABSTRACT 847

EC 08 0847 ED 116410
Publ. Date 76 133p.
Jordan, June B., Ed.
Teacher, Please Don't Close the Door; The Exceptional Child in the Mainstream.
Council for Exceptional Children, Reston, Virginia. Information Center on Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Pub. No. 122, $9.75)

Descriptors: Handicapped Children*; Regular Class Placement*; Conference Reports*; Exceptional Child Education; Equal Education; Definitions; Culturally Disadvantaged; Parent Attitudes; Change Agents; Higher Education; Cooperative Programs; Consultants; Resource Teachers; Rural Education; Delinquency; Program Planning; Educational Alternatives;

Presented are 13 papers based on presentations by consultant and resource teachers, local and state administrators, higher education faculty, a specialist in educational change, and a parent at The Council for Exceptional Children's Invisible College Conference on Mainstreaming. Chapters include a listing of key ideas and discussions on the following topics: the provision of adequate educational opportunities for all children (H. Bertness et al); definition, development, and characteristics of mainstreaming (J. Birch); the notion of mainstreaming in general and probable effects on the culturally different from the parent's point of view (J. Aragon); the implementation of change in the schools (A. Mullas, Jr.); the progressive inclusion approach to mainstreaming (H. Bertness); the use of a mainstream team by the Richardson (Texas) Independent School District (R. Hays); the role of the consultant teacher (S. Hasazi); the resource teacher program (D. Harrison); mainstreaming in a rural community (L. Malone); a program of behavioral counseling and individual

ized instruction with delinquent youths (S. Colasuonno); planning and implementation of a comprehensive special education program (D. Partridge); the California Master Plan for Special Education based on the concept of the least restrictive alternative (L. Brinegar), and an example of higher education's role in mainstreaming (H. McKenzie). (SB)

ABSTRACT 788

EC 08 0788 ED N. A.
Publ. Date Dec 75 5p.
Eaglestein, A. Solomon.
The Social Acceptance of Blind High School Students in an Integrated School.
New Outlook for the Blind; V69 N10 P447-451 Dec 1975

Descriptors: Blind*; Senior High Schools*; Regular Class Placement*; Peer Relationship*; Academic Achievement*; Exceptional Child Research; Visually Handicapped; Time; Peer Acceptance; Foreign Countries;

Identifiers: Israel;

A study involving 9 high school blind students and their 155 classmates was conducted to obtain data concerning blind children placed in regular schools in Israel. Information was collected for each student on such measures as level of social acceptance of classmates, the length of time classmates had known each other, and school grades at the end of the first semester. Results showed that blind students' school marks were average; that they were well integrated into the social framework of their classes. However, there was evidence that as length of exposure to the blind students increased, their acceptance by sighted classmates decreased. (Author/SB)

ABSTRACT 790

EC 08 0790 ED 116398
Publ. Date Aug 74 100p.
Improved Vocational, Technical and Academic Opportunities for Deaf Persons.
Saint Paul Technical Vocational Institute, Minnesota.
Social and Rehabilitation Service (DHEW), Washington, D. C.
National Technical Information Service, Springfield, VA 22151 ($4.75)
Final Report.

Descriptors: Deaf*; Post Secondary Education*; Program Descriptions*; Vocational Education*; Exceptional Child Education; Aurally Handicapped; Ancillary Services; Demography; Information Dissemination; Communication Skills; Regular Class Placement; Admission Criteria; Records (Forms);

Described is a regional program in post secondary vocational training for deaf students established at the St. Paul Technical Vocational Institute (TVI) to demonstrate that deaf students can be successfully trained in an environment normally serving the hearing. Included is background information on the problem of providing post secondary opportunities for the deaf, St. Paul TVI (the host facility), and the staff. Supportive services for the deaf discussed include elements of the preparatory program (such as mathematics and auditory training), and services within the regular program (such as counseling, interpreting, and tutoring). Related programs such as in career media for the handicapped are reported, and the 420 deaf students matriculated since 1969 are viewed in terms of admissions, demographic data, a communication survey, job placement, and followup. Dissemination of information about the program and staff travel is also reviewed. Appendixes include a form used to survey students' communication, a form for evaluation of the preparatory program by students, and a list of additional forms available on request. (LS)

ABSTRACT 792

EC 08 0792 ED 116372
Publ. Date 75 112p.
Aiello, Barbara, Ed.
Making It Work: Practical Ideas for Integrating Exceptional Children Into Regular Classes.
The Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($5.50, Pub. No. 120)

Descriptors: Handicapped Children; Regular Class Placement*; Program Descriptions*; Program Planning*; Resource Teachers; Exceptional Child Education; Teaching Guides; Elementary Secondary Education; Definitions; Criterion Referenced Tests; Interviews;

Intended for special education and regular teachers, the guide contains brief articles on the nature of mainstreaming handicapped children; mainstreaming models at the preschool, elementary school, and secondary school levels; specific suggestions for setting up mainstreaming programs, and interviews with five persons involved in mainstream education. The definition, development, and characteristics of mainstreaming are discussed by Jack Birch. Specific programs are described by Eleanore Lewis (Lexington Nursery and Kindergarten School), Robert Prouty (the diagnostic/prescriptive teacher), and Maxine Counihan (Mark Twain Programs). Readings providing practical information on setting up mainstreaming programs include "How to Set Up a Resource Room with No Money, No Materials, No Nothing" (Barbara Aiello); "Juggling a Resource Teacher's Time" (Aiello); "Managing Your Instructional Material Dollar" (Sandra Boland); "Preparing Children for a Handicapped Classmate" (Elizabeth Pieper); "A Collection of Criterion-Referenced Tests" (Joan Knapp); and "The Case for Integrated Schooling" (Lisa Blumberg). Also included are transcripts of interviews with five persons involved in mainstream education: an administrator, a resource teacher, a regular classroom teacher, the parent of a mainstreamed child, and a mainstreamed child. (DB)

ABSTRACT 662

EC 08 0662 ED N. A.
Publ. Date Fall75 9p.
Neisworth, John T.
Madle, Ronald A.
Normalized Day Care: A Philosophy and Approach to Integrating Exceptional and Normal Children.
Child Care Quarterly; V4 N3 P163-171; Fall75

Descriptors: Exceptional Child Education; Handicapped Children; Learning Disabilities*; Preschool Education*; Child Care Centers*; Regular Class Placement*; Success Factors; Program Planning; Instructional Materials; Teaching Methods; Student Evaluation; Normalization (Handicapped);

Identifiers: Developmental Disabilities;

The trend toward integrating exceptional children with other children in day care and preschool education programs is discussed with special emphasis on integration of the developmentally disabled child. The advantages of normalization are outlined (such as providing the developmentally delayed child with normal peer models); characteristics of learning retardation are reviewed; and the five steps for programing effective educational activities for the developmentally retarded child are described as assessment of developmental level, selection of developmental-educational materials, modification of materials and methods, evaluation of progress, and revision of materials and methods. (SB)

ABSTRACT 648

EC 08 0648 ED 116368
Publ. Date 75 22p.
Mainstreaming in IPS.
Indianapolis Public Schools, Indiana.
EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Regular Class Placement*; Delivery Systems*; Student Characteristics*; Instructional Materials*; Exceptional Child Education; Mentally Handicapped; Elementary Secondary Education; Models; Educational Needs; High Interest Low Vocabulary Books; Instructional Media; Definitions; Teacher Role;

The guide contains general information on mainstreaming the mildly handicapped child in the regular class and appropriate instructional materials and media. Topics considered include fears of educators and parents about mainstreaming, a model of a continuum for the delivery of special education services, characteristics (with corresponding educational implications) of the educable mentally handicapped child, teacher responsibility to parents and community, and the role of the media center. Listed are 21 high interest/low vocabulary reading series, 95 professional films and filmstrips, and 32 selected references on mainstreaming. Also included is a glossary of 10 terms

such as "due process" and "resource teacher." (DB)

ABSTRACT 597

EC 08 0597 ED N. A.
Publ. Date 75 164p.
Carroll, Anne Welch.
Personalizing Education in the Classroom.
Love Publishing Co., 6635 East Villanova, Denver, CO 80222 ($3.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Regular Class Placement*; Individualized Instruction*; Communication Skills; Grouping (Instructional Purposes)*; Student Evaluation*; Remedial Instruction; Teaching Methods*; Case Studies*; Instructional Materials;

Intended for regular classroom teachers with handicapped children in their classes, the book presents a philosophy of personalized education for all children. Personalized education is defined as an attempt to achieve a balance between the characteristics of the learner and the learning environment. Provided in the initial four chapters are a conceptual framework for personalized education, communication processes, and grouping in the classroom. The second half of the book provides specific information on assessment and instructional strategies as well as case studies and a discussion of resources. Appended are a listing of 60 national organizations interested in the handicapped and an annotated bibliography of 47 books. (DB)

ABSTRACT 566

EC 08 0566 ED N. A.
Publ. Date Nov 75 4p.
Mayhall, William F.
And Others.
Supervision and Site of Instruction as Factors in Tutorial Programs.
Exceptional Children; V42 N3 P151-154 Nov 1975

Descriptors: Learning Disabilities*; Tutoring*; Cross Age Teaching*; Resource Teachers*; Effective Teaching*; Exceptional Child Research; Elementary Education; Resource Centers; Regular Class Placement; Teacher Supervision;

Two experiments were conducted with a total of 30 learning disabled third grade children to examine the effects of tutoring location and teacher supervision on the efficacy of cross age tutoring for LD children. In Experiment I 20 children were randomly assigned to be tutored in a resource room where the resource teacher did not actively supervise the tutoring, or in the rear of the classroom where other classroom activities were also taking place. No differences were observed in the students' learning that were related to the location of instruction. In Experiment II the treatment conditions were similar to those in Experiment I except that the resource teacher actively supervised the tutors. The 10 Ss learned significantly more in the resource room than in the classroom. The results of the studies suggested that the site of tutoring is less important than the extent of supervision provided by the teacher (Author/DB)

ABSTRACT 541

EC 08 0541 ED N. A.
Publ. Date Nov 75 20p.
Budoff, Milton.
Engendering Change in Special Education Practices.
Harvard Educational Review; V45 N4 P507-526 Nov 75

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Special Education*; State Legislation*; Trend Analysis; Civil Liberties*; Regular Class Placement; Labeling (Of Persons); Parent Role; Legal Responsibility*;

Identifiers: Massachusetts*;

Chapter 766, a Massachusetts law providing for the special educational needs of handicapped children, is discussed in terms of the events leading to its passage, the provisions of the law, implications of the law, and persisting problems. The equal rights movement for handicapped children is traced beginning in Boston with the struggle for equality by low income, minority group individuals during the 1960's and ending with the establishment of the Coalition for Special Education in 1971. The scope of the law is noted to include mainstreaming, delabeling, broadened eligibility, parental involvement, and assignment of legal responsibility for children with special needs to the local school districts. Problems occurring during the transition period of enforcing the law are examined, such as the transfer of responsibility for the state's school-aged institutional residents from the Department of Mental Health to the Division of Special Education. Many of the principles that Chapter 766 mandates (including individualized and appropriate education for each child) are seen to apply to the education of all children. (SB)

ABSTRACT 480

EC 08 0480 ED 115 034
Publ. Date Aug 75 13p.
Gershman, Janis.
Wright, E. N.
Student "Flow-Through" In Special Education.
Toronto Board of Education (Ontario), Canada.
EDRS mf;hc
Report No. 127.

Descriptors: Handicapped Children*; Regular Class Placement*; Special Classes*; Program Evaluation*; Success Factors*; Exceptional Child Research; Surveys; Followup Studies; Foreign Countries;

Identifiers: Canada (Toronto);

The 1975 school status of 696 students enrolled in Toronto special education (nonmedical related) programs in 1970 was examined to determine whether special education was effective in returning children to regular classes. Data indicated that of the 49% of the students remaining in the Toronto school system, 32% had returned to regular classes and 68% were still in special programs. Rates of return to regular classes varied according to specific program type, child's age, and the socioeconomic status of his family. (Author/CL)

ABSTRACT 370

EC 08 0370 ED 115 008
Publ. Date May 75 12p.
Morris, Joan.
Mainstreaming the Hearing Impaired Child, K-6.
West Pensacola Elementary School, Pensacola, Florida.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Aurally Handicapped*; Regular Class Placement*; Program Descriptions*; Records (Forms)*; Exceptional Child Education; Elementary Education; Student Evaluation; Student Placement;

Presented are procedures and forms used by a Florida elementary school to integrate hearing impaired students into regular classrooms. Described briefly are program components such as the use of social and academic mainstreaming as well as cross integration (bringing hearing students into classes for the hearing impaired). Twelve steps in the mainstreaming procedure are outlined including determination of those children to be mainstreamed, parent orientation, and evaluation of the child's performance. Forms for various procedural steps are provided. (LS)

ABSTRACT 369

EC 08 0369 ED 113 922
Publ. Date 92p.
Brown, Gerri.
An Educational Model for Autistic Children.
Orange County Public Schools, Orlando, Florida.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Autism*; Guidelines*; Program Development*; Educational Programs*; Exceptional Child Education; Behavior Change; Operant Conditioning; Behavioral Objectives; Identification; Student Evaluation; Regular Class Placement; Program Descriptions;

Identifiers: Florida (Orange County);

The handbook provides a guide for the development of a public school program for autistic and seriously emotionally disturbed (ED) children which reflects the experience and successful elements of the Orange County (Florida) school district program. Included are sections on program rationale and philosophy (providing equal education opportunities); program goals (increasing students'

growth through a behavior modification program of developmental activities); eligibility of children for the program (examining criteria such as unusual reactions to perceptual stimuli); program organization (considering such conditions as core staff requirements, budget, and transportation needs); initial identification and placement of children in the program (using referral and assessment methods to place the child in a diagnostic category); and transition of children out of the program (determining readiness for regular or ED class placement). Information in the appendixes includes the definition of autistic children, a plan for remodeling and adapting an existing classroom, and guidelines for parent group leaders. (For related information, see EC 08 0368.) (SB)

ABSTRACT 345

EC 08 0345 ED N. A.
Publ. Date 75 32p.
Sullivan, John D.
Mainstreaming: Infopac No. 9.
National Education Association, 1201 16th St. NW, Washington, DC 20036

Descriptors: Exceptional Child Education; Handicapped Children*; Regular Class Placement*; Literature Review; State Legislation; Bibliographies;

An information package is presented to help teachers understand the nature and problems of mainstreaming handicapped children into regular classrooms. Included in the document are the following: "Briefing Memo No. 8: Mainstreaming Handicapped Students with Regular Students - Are Teachers Prepared?" (a review of literature); "State Laws and Regulations on Mainstreaming" (a discussion of several state laws); "Information Document: Speaking of Mainstreaming - The Integration of Handicapped Students into Regular Classrooms. An Annotated Bibliography" (information on 61 materials); "Mainstreaming the Handicapped" by Myron Brenton (an article on physically handicapped children); "Classroom Integration of Exceptional Children" by David Krug and Donna McMinn (a classroom model); and "Diverting the Stream" by Toni Linden (a discussion of problems concerning, and suggestions for facilitating mainstreaming). (For related information, see EC 07 3370.) (SB)

ABSTRACT 315

EC 08 0315 ED N. A.
Publ. Date Win 76 3p.
Byrnes, Mary Ann.
Positive Attitudes: A Must for Special Programs in Public Schools.
Teaching Exceptional Children; V8 N2 P82-84 Win 1976

Descriptors: Learning Disabilities*; Behavior Problems*; Regular Class Placement*; Attitudes*; Exceptional Child Education; Emotionally Disturbed; Elementary Education; Teacher Role;

Identifiers: Personal Experiences;

A teacher describes her experiences in attempting to reintegrate elementary grade learning and behavior problem students into the mainstream of school activities, and emphasizes the importance of positive attitudes toward exceptional children in the school. (CL)

ABSTRACT 314

EC 08 0314 ED N. A.
Publ. Date Win 76 5p.
Connor, Leo E.
Mainstreaming a Special School.
Teaching Exceptional Children; V8 N2 P76-80 Win 1976

Descriptors: Deaf*; Regular Class Placement*; School Community Relationship*; School Role*; Special Schools*; Exceptional Child Education; Aurally Handicapped;

Identifiers: Lexington School For The Deaf;

Efforts to open up the Lexington School for the Deaf have been aided by such actions as offering the use of school facilities to community groups, incorporating trained volunteers into the program, mainstreaming students into regular public school classes, and enrolling normally hearing children in the Lexington School classes. (CL)

ABSTRACT 300

EC 08 0300 ED 113 916
Publ. Date Jun 75 62p.
Bessant, Helen P., Ed.
Norfolk State College, Education Professions Development Act Project: A Final Report, 1969-75.
Norfolk State College, Va.
National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children*; Teacher Education*; Regular Class Placement*; Parent Education*; Program Descriptions*; Exceptional Child Education; Elementary Secondary Education; Professional Education; Inservice Education; Cultural Differences; Program Evaluation;

Presented is the final report of a 6-year Teacher Instructional Program (TIP) to train regular classroom and other educational personnel to understand the emotional and educational needs of handicapped children (in grades K-6) and of a Parent Education Program (PEP) operated conjointly with TIP. Included in an overview of the project is information on its purpose, staff and organization, participant selection, and on dissemination of project activities and products. Description of TIP focuses on the following aspects: project goals (such as enhancing participants' skills in diagnosing learning problems), summer institutes, academic year seminars, and resource services provided participants (such as help in developing learning centers). Special project emphasis on cultural diversity is explained in two papers, and results of a program evaluation by participants are reported. Components of PEP covered include specific objectives of the self development training (such as increasing participants' knowledge of consumer economics), objectives of the teacher aid program, evaluation of the participants' self concepts, and results of a program evaluation by participants. Also described is an Instructional Resource Center connected with the program. Appendixes include a pupil survey form and a list of project publications. (For related information, see EC 08 0297-299.) (LS)

ABSTRACT 289

EC 08 0289 ED N. A.
Publ. Date Fall 75 8p.
Stenholm, Britta.
The Teaching of Children with Educational Difficulties and Handicaps in Sweden.
Journal for Special Educators of the Mentally Retarded; V12 N1 P18-24, 26 Fall 75

Descriptors: Exceptional Child Education; Handicapped Children*; Foreign Countries; Educational Trends*; Educational Programs*; Regular Class Placement; Educational Philosophy;

Identifier: Sweden*;

Special education reforms in Sweden, including right-to-education legislation and integration of handicapped and normal students are discussed. It is explained that provisions are made in the basic school for companion teachers within the class, special day centers for children with behavior disturbances, and monthly pupil welfare conferences. Supportive measures cited at the gymnasium-level school include auxiliary instruction for students who have been ill or who need additional academic assistance. (CL)

ABSTRACT 276

EC 08 0276 ED N. A.
Publ. Date Dec 75 3p.
Roberts, Bonnie.
Making it Into the "Mainstream."
Teacher; V93 N4 P37-39 Dec75

Descriptors: Exceptional Child Education; Handicapped Children*; Regular Class Placement*; Grouping (Instructional Purposes)*; Teacher Role*;

Mainstreaming handicapped children into regular classrooms is discussed in terms of types of grouping, benefits of regular class placement, classroom teacher support, and steps to help the mainstreamed child. It is noted that the majority of students being mainstreamed are mildly handicapped (such as educable mentally retarded) while the more severely handicapped (such as trainable mentally retarded, emotionally disturbed, and profoundly deaf) remain in smaller special classes. It is concluded that long range benefits of mainstreaming include eliminating the effects of isolation. (SB)

ABSTRACT 275

EC 08 0275 ED N. A.
Publ. Date Dec 75 3p.
Yang, Dorothy.

Welcome the Handicapped to Your Classroom and Enrich It.
Teacher; V93 N4 P13 20-21 Dec75

Descriptors: Exceptional Child Education; Handicapped Children*; Regular Class Placement*; Teacher Role*; Emotional Problems; Class Management; Student Teacher Relationship;

Presented is an interview with Dr. Dorothy Yang, a pediatric neurologist, on some problems encountered by regular teachers in mainstreaming handicapped children. Issues covered include the pressure placed on the handicapped child, ways to handle classroom emergencies, and information on the handicapped student which the teacher should have. (SB)

ABSTRACT 257

EC 08 0257 ED 113 903
Publ. Date Sep 74 70p.
Brault, Donald.
Expanding Physical Education Services to Pupils with Handicapping Conditions: Summary Report.
Madison Public Schools, Wis. Dept. of Specialized Educational Services.
EDRS mf;hc

Descriptors: Handicapped Children*; Adapted Physical Education*; Recreation*; Public Schools*; Exceptional Child Education; Curriculum Guides; Program Development; Models; Conceptual Schemes; Regular Class Placement; Educational Alternatives;

Identifier: Needs Assessment*; Wisconsin (Madison);

Presented is the report of the Adaptive Education Task Force in Madison (Wisconsin) Public Schools which followed an investigation of the need to broaden the scope of physical education and recreation services to handicapped students. The work of the task force is reported in summary form in three parts: a position statement, assessment of needs, and program needs and recommendation; and Part IV includes appendixes giving more detailed information about selected aspects of the report. Developed in Part I is a position statement defining the need for adaptive/ alternative learning experiences as an integral part of the existing physical education program. Appraised in Part II is the extent to which adaptive/ alternative experiences are being provided for students with special needs; and the unique needs that cannot be effectively dealt with in the regular physical education class are pointed out. Provided in outline form in Part III are recommendations along with objectives, planning and development needs, and funding components pertaining to the development of adaptive/ alternative physical education and recreation programs. Included in the appendixes are program implementation plans for specific schools (providing programs for conditions such as visual handicaps, mental handicaps, and emotional disturbances), a proposal for assessing effectiveness of current programs, and a model for planning/ development of adaptive and alternative programs. (Author/SB)

ABSTRACT 252

EC 08 0252 ED 113 898
Publ. Date Dec 73 39p.
Baker, Barbara A.
Movement Education for Students with Special Needs in Physical Education.
Arlington County Public Schools, Va.
EDRS mf;hc

Descriptors: Handicapped Children*; Adapted Physical Education*; Teaching Methods*; Motor Development*; Exceptional Child Education; Regular Class Placement; Equipment; Perceptual Motor Coordination; Physical Education;

Identifier: Movement Education;

Discussed are aspects of physical education programs for children with special needs. It is explained that movement education promotes important learning for all pupils and is well suited for facilitating the integration of handicapped children into regular classes. Suggestions are given for teachers, and equipment items (such as inner tubes and hurdles) are listed. Progressive goals and activity ideas are presented for the following areas: body awareness, space and direction, balance, basic body and locomotive movement, laterality, strength and endurance, eye-hand coordination, eye-foot coordination, and motor planning and sequencing. (CL)

ABSTRACT 231

EC 08 0231 ED N. A.
Publ. Date 75 21p.
Sanders, Jean E.
Multiple Inputs for Special Education/ Mainstreaming: Working Paper Series.
Merrimack Educational Center, 101 Mill Road, Chelmsford, MA 01824

Descriptors: Exceptional Child Education; Handicapped Children*; Regular Class Placement*; Change Agents*; Models*; Conceptual Schemes*; Program Descriptions; Information Utilization; Research Utilization*;

Identifier: Project SPAN;

Described is Project SPAN (Special Education According to Needs) which is designed to provide increased organizational options to local public school systems in their efforts to mainstream exceptional children. It is explained that Project SPAN offers training programs to pool information, focus upon instructional and leadership competencies, and measure the effectiveness of change models. The importance of a linking mechanism to connect regular school systems with the products of current research and development is emphasized, and needed characteristics of such a mechanism are considered. The voluntary education center, Project SPAN's linking agency, is reported to develop strategies for improvement based on individual school system needs, attitudes, and organizational structures. (CL)

ABSTRACT 227

EC 08 0227 ED N. A.
Publ. Date Aug/Sep75 3p.
Carpenter, Robert.
Get Everyone Involved When You Mainstream Your Children.
Instructor; V85 N1 P181-182, 188 Aug/ Sep75

Descriptors: Exceptional Child Education; Handicapped Children*; Regular Class Placement*; Special Classes; Teacher Role*;

The author suggests ways for special class teachers to prepare handicapped children, other faculty members, and themselves for mainstreaming. (CL)

ABSTRACT 177

EC 08 0177 ED 112 628
Publ. Date Aug 75 272p.
Gorelick, Molly C.
And Others.
Careers in Integrated Early Childhood Programs.
California State University, Northridge.
Social and Rehabilitation Service (DHEW), Washington, D. C. Rehabilitation Services Administration.
EDRS mf;hc

Descriptors: Handicapped Children*; Program Descriptions*; Performance Based Teacher Education*; Regular Class Placement*; Changing Attitudes*; Exceptional Child Education; Early Childhood Education; Curriculum Design; Practicums; Information Dissemination; Program Evaluation; Demonstration Projects;

Described is a 4-year project to design and implement a competency based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover aspects of the competency model achievement strategies such as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design, and child assessment techniques). Attention is given in Chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of acceptant attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design). (LH)

ABSTRACT 153

EC 08 0153 ED N. A.
Publ. Date Oct 75 3p.
Boeck, Debora G.
Foster, Glen G.
The Effectiveness of a Learning Disabilities Inservice Program.

Psychology in the Schools; V12 N4 P409-411 Oct75

Descriptors: Exceptional Child Research; Learning Disabilities*; Elementary Education*; Inservice Teacher Education*; Program Effectiveness*; Regular Class Placement;

After 43 elementary classroom teachers participated in four one-hour inservice sessions relating to learning disabilities, the program's effectiveness was determined. Prior to and following the inservice program, Ss were administered the Learning Disabilities Information Inventory to measure knowledge in areas such as behavior modification principles. Results showed that the sessions increased teachers' knowledge of learning disabilities and provided techniques and materials useful for the classroom. (SB)

ABSTRACT 102

EC 08 0102 ED 113 868
Publ. Date 75 41p.
Post, Carole K.
The School Resource Program: Alternative Tutoring Models for Delivering Supportive Services to L. D. Children in Mainstream Education.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Regular Class Placement*; Resource Centers*; Tutoring*; Grouping (Instructional Purposes)*;Exceptional Child Education; Elementary Education; Models; Remedial Programs; Program Effectiveness;

Described and evaluated are four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes. Discussed are problems of individual programing and models such as the "Cascade of Services" to provide for differing educational needs. It is explained that the alternative models have all been used at a St. Paul, Minnesota elementary school within the context of a total school resource program which is outlined. Described are the following models: one-to-one tutoring model, rotating learning stations model (with a teacher-student ratio of 3-1), the open skills scheduling model (in which children rotate through individually assigned independent tasks or reading with teacher), and the high intensity learning system model (which involves correlating instructional needs with reading behaviors in a commercially published package). It is reported that in a 2-year study comparing the effectiveness of learning disabled high school tutors with adult tutors no significant differences were found; that in a study comparing the tutoring model with the rotated learning stations model no significant differences were found; and that a third study to determine the effectiveness of the entire resource program showed greater than expected gains in reading, spelling, and mathematics. (DB)

ABSTRACT 95

EC 08 0095 ED 113 861
Publ. Date Jan 75 7p.
Leahy, Mary Agnes.
Level of Question as a Function of Teacher Knowledge of Perceptual Handicaps.

EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Perceptually Handicapped*; Questioning Techniques*; Teachers*; Regular Class Placement; Exceptional Child Research; Learning Disabilities; Senior High Schools; Teacher Attitudes;

Examined were the number and type of questions asked by the teachers of six high school social studies classes, three of whom knew which children had been identified as perceptually handicapped. Observers noted whether questions were of a cognitive- memory, convergent, divergent, or evaluative nature. Results suggested that teachers ask children with learning problems questions at a different level than they ask nonperceptually handicapped children regardless of whether the teacher is aware of the children's problems. It also appeared that when regular classroom teachers know they have some children with learning problems in their classes, not only do they change the level of questions they ask these children, but they change the level of questions they ask all children. Teachers who knew they had perceptually handicapped students in their classes asked significantly fewer questions of all their students than did teachers without this knowledge. (Author/DB)

ABSTRACT 88

EC 08 0088 ED 113 854
Publ. Date 75 46p.
Davis, Earl E.
And Others.
The PASS Model Project: Development, Evaluation and Dissemination of a Service Delivery System for Learning Disabilities.
George Peabody College for Teachers, Nashville, Tenn.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Program Descriptions*; Psychoeducational Processes*; Delivery Systems*; Demonstration Projects*; Exceptional Child Education; Elementary Education; Inservice Teacher Education; Regular Class Placement; Special Classes; Diagnostic Teaching; Student Characteristics; Information Dissemination;

Identifier: Psychoeducational Agency/School System Model Project*;

Described is the Psychoeducational Agency/School System (PASS) Model Project which is providing full or partial services to approximately 152 learning disabled (LD) elementary school children. It is explained that the project involves planning, implementing, and evaluating a replicable delivery system of resource and special class services relating to children and their families, psychoeducational personnel, and research and development. Described are project objectives including revising the referral and assessment process within the school system, improving the self concepts of the PASS children, developing staff professionals to serve as better behavioral change agents, and offering a fully developed and evaluated model approach to LD applicable in a wide variety of communities. The project is seen to utilize the facilities of a community oriented psychoeducational agency, a school system using diagnostic and prescriptive methods, and a coordination mechanism linking the two systems. Initial data are provided showing that LD children in the project perform lower in verbal than performance skills, function intellectually somewhat lower than the norm, possess a relatively normal self concept, and perform significantly higher in math than in reading. Also noted is a replication and dissemination strategy involving the production of educational products for administrators, psychoeducational personnel, and parents. (DB)

ABSTRACT 40

EC 08 0040 ED N. A.
Publ. Date Sep 75 6p.
Parker, Barbara L.
The St. Paul TVI Program for Deaf Students.
Deaf American; V28 N1 P9-14 Sep 75

Descriptors: Exceptional Child Education; Aurally Handicapped*; Post Secondary Education; Program Descriptions*; Vocational Education*; Adjustment (To Environment); Regular Class Placement*; Ancillary Services;

Described is the postsecondary program for deaf and hard of hearing students at St. Paul Area Technical Vocational Institute (TVID). It is explained that the integrated program served 470 hearing impaired students between 1969 and 1974 and that courses offered included apparel arts and chemical technology. Among program components discussed are the 12-week preparatory program, designed to help hearing impaired students in their initial social, vocational, and academic adjustment; special support services such as interpreting and vocational counseling; and TVID's media program. (LS)